DOCUMENT RESUME

ED 273 209 HE 019 625

AUTHOR	McMillian, Martha; McKinney, Kathleen
TITLE	Strategies for Effective Undergraduate Advising in Sociology. Resource Materials for Teaching.
INSTITUTION	American Sociological Association, Washington, D.C.
PUB DATE	85
NOTE	131p.
AVAILABLE FROM	American Sociological Association, Teaching Resources Center, 1722 N Street, NW, Washington, DC ($9.00).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Advising; *Career Counseling; *College Students; *Counselor Role; Curriculum Development; Faculty Advisers; Higher Education; Individual Counseling; *Majors (Students); Public Relations; *Sociology
IDENTIFIERS	Oklahoma State University

ABSTRACT

Suggestions for advising sociology students are presented. Attention is directed to types of advisers, possible roles related to advising, and strategies for more effective advising. Examples of specific techniques, as well as prototypes of paperwork, forms, and public relations materials are also included. The 30 suggestions cover: (1) academic, career, and personal counseling roles, including advising special populations; (2) public relations/recruitment roles, (3) curriculum-related roles, and (4) teaching, internship, and publishing roles. Suggestions include: use computers and support staff for paperwork and recordkeeping, monitor students' progress for outcomes and follow-up with written notices to students, encourage student self-advisement and responsibility in decision-making, and point out career options to students. Appended materials include: a record sheet of student conferences, sample letters from advisers to students about grades, a list of sociology department general education and honors requirements, a sample newsletter for a sociology department, sample letters of reference for students, sample course syllabi, a description of Oklahoma State University's internships in sociology program, and a sociology alumni survey. (SW)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED273209

American Sociological Association

Resource
Materials
for
Teaching

STRATEGIES FOR EFFECTIVE UNDERGRADUATE ADVISING IN SOCIOLOGY

By

Martha McMillian
and
Kathleen McKinney
Oklahoma State University

HE019625

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
ASA
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Distributed by
ASA Teaching Resources Center
1722 N Street, N.W.
Washington, D.C. 20036
(202) 833-3410

STRATEGIES FOR EFFECTIVE UNDERGRADUATE ADVISING IN SOCIOLOGY

By

Martha McMillian
and
Kathleen McKinney
Oklahoma State University

Documents distributed by the ASA Teaching Resources Center are not intended to represent the "official position" of the American Sociological Association. Instead, they constitute a medium by which colleagues may communicate with each other to improve the teaching of sociology on the undergraduate and graduate levels.

Copyright 1985: American Sociological Association

Dr. McMillian, Sociology Adviser at Oklahoma State University, was recently named the O.S.U. Arts and Sciences Adviser of the Year for 1985 and has accepted a new position as Coordinator of Advisement Services in the College of Education. This in no way reflects her lack of dedication to the discipline of sociology since one of her duties there will be to teach an undergraduate sociology of education course. Instead, it reflects her sincere interest in furthering the cause of advising beyond a departmental level to a college level.

Dr. McKinney, an Assistant Professor in the Sociology Department at Oklahoma State, was the O.S.U. Arts and Sciences Teacher of the Year for 1984 and was recently named a recipient of one of the University-wide AMOCO Outstanding Teaching Awards for 1985. She was also a finalist for an O.S.U. Burlington-Northern Scholarly Achievement Award, a coveted title for those professors exhibiting a high level of achievement in teaching and research over the last year. Her areas of interest include Social Psychology, Research Methods, Human Sexuality, and Deviance.

Strategies for Effective Undergraduate Advising in Sociology

M. McMillian & K. McKinney

I. Introduction

II. Models of Advising

- A. Formal Professional System
- B. Formal Faculty Systems
- C. Combination Systems
- D. Peer Advising Systems

III. Roles, Responsibilities, and Strategies

- A. Academic, Career, and Personal Advisement
- B. Public Relations and Recruitment
- C. Curriculum Development
- D. Teaching, Research, and Professional Activities

IV. Conclusion

V. References

VI. Appendix of Supplementary Materials and Examples

STRATEGIES FOR EFFECTIVE UNDERGRADUATE ADVISING IN SOCIOLOGY

INTRODUCTION

The purpose of this monograph is to present concrete, explicit, practical suggestions related to the task of advising sociology students. This is accomplished through a discussion of types of advisers, possible roles related to advising, and strategies for more effective advising. Examples of specific techniques, as well as prototypes of paperwork, forms, and public relations materials are also included. This monograph stems from the authors own advising experiences and research at Oklahoma State University, along with the valuable contributions from colleagues around the nation.

The authors do not attempt to review all the literature dealing with philosophies of advising or empirical research on outcomes of advising. For resources addressing these topics, please refer to the bibliography at the end of the monograph. Because every sociology department varies in its structure, philosophy, and advising system, not all the ideas offered here will apply to all situations. However, it is hoped that everyone involved in or concerned with advising will find some useful suggestions here.

The authors would like to thank the following individuals for their contributions in terms of ideas and/or materials included in this monograph: Michael Brooks, Associate Professor and Director of Undergraduate Studies, University of Kentucky; Joann Elder, Sociology

Undergraduate Adviser, University of Wisconsin-Madison; Carla Howery, Director, ASA Teaching Services Program; Bill Ivy, Director of Arts and Sciences Student Services, Oklahoma State University; Mary Lees, Coordinator of Sociology Advisement, Iowa State University; Margaret Lewis, Assistant Professor of Sociology, Black Hills State College, Spearfish, South Dakota; and Carol Olson, Adjunct Assistant Professor of Sociology, Oklahoma State University.

The monograph is organized into two major sections. First, there is a discussion of different models of advising. Next, and the heart of the monograph, are lists of practical, logical, true-to-life advising strategies that have proven successful in sociology departments throughout the United States, and in particular, at Oklahoma State University. These suggestions are covered in the following manner: (A) Academic, Career, and Personal Counseling Roles, including advising "special" populations, (B) Public Relations/Recruitment Roles, (C) Curriculum-Related Roles, and (D) Teaching, Internship, and Publishing Roles. It is hoped that these suggestions will prove beneficial to advisers in sociology departments throughout the country.

MODELS OF ADVISING

Multiple systems of advising are available for colleges and universities to utilize. It might prove beneficial for departments to examine their current system to determine whether, in fact, the method they are using best accomplishes their goals and meets their needs. As the pros and cons of the more common models are presented, please keep in mind that the most important, overriding factor in evaluating and selecting a system is that advisers must WANT TO ADVISE. They must view that role as one of their most important functions. Programs and departments cannot stand alone; they require strong student support and the efforts of advisers who will articulate the purpose and goals of the curriculum to those students (Greenwood, 1984).

Typically, academic advising has been perceived by administrators to be a low-status function (Crockett and Levitz, 1984). However, more and more decision makers are viewing effective advising as an essential educational activity on their campus. The view that advising is at least as important as teaching is the premise on which this monograph is based. To assume it any less important is to underestimate its effects, for research shows that good academic advising, like good teaching, is vital to students as they define and develop their interests, abilities and goals (Crockett and Levitz, 1984). Beal and Noel (1980) and Forrest (1982) found that quality advising is related to student persistence. Considering these important issues, a few typical structures of academic advising services and their pros and cons will now be discussed.

Formal Professional Advising

Many departments have a centralized approach where one professional (generally non-faculty) conducts the advising within the department. Olson (1981) maintains that this type of structure serves valuable functions. It frees faculty for teaching and research, integrates curriculum planning and career counseling, and cultivates a close relationship between students and the adviser. All university rules and regulations are relayed to students and faculty from a single source, and students' contact with faculty is in the classroom or in informal meetings. The professional adviser is responsible for scheduling, record-keeping and graduation checks, publicizing student activities, referring students to other university services, assisting in curriculum changes, keeping up in the discipline of sociology, and many other duties as well.

This is a very workable situation if your department is large enough to justify a full-time adviser and if the person hired cares deeply about the discipline, is knowledgeable enough to be able to articulate to students its meaning and goals, yet will refer students to faculty when appropriate. Finding the right person who is willing to assume clerical and counseling roles at the expense of status, financial rewards, and tenure is often a difficult task. However, the commitment to quality advising and to the discipline of sociology can be found and developed in certain individuals if time and care are used in the hiring process.

Formal Faculty Advising

Departments with a small number of majors can hardly justify a full-time professional adviser. Consequently, a system whereby various faculty are given release time from teaching to do formal advising is a viable option. Another possiblity is that part of a faculty member's regular load would be to advise a certain number of students. Recent research indicates that 80 percent of our institutions rely heavily on faculty as the major providers of academic advising (Crockett and

Levitz, 1984).

Historically, these student-faculty relationships have been viewed as an integral part of the college experience (Crockett & Levitz, 1984). Yet, certain disadvantages, as well as advantages to faculty advising must be considered. Those who support faculty advising would argue that faculty members are more familiar with the discipline, possible career opportunities, and unique qualities of the major and the department. Thus, they should be better able to counsel students in these areas than a professional who is further removed from the classroom and the discipline. On the other hand, a faculty adviser might have tunnel vision and may be unable to advise students beyond his/her specialty area(s). The overall sociology curriculum and its goals may be of no interest to him/her; thus students may be "cheated" in advisement as to the entire program. Ideas concerning career opportunities may also be less concrete for some faculty, since the academic road is all many have traveled. In addition, the overall view of the college and university structure, and its policies and procedures, might be of little interest to the faculty member. Furthermore, other faculty pressures (i.e., teaching and research) might outweigh the commitment and effort needed to advise and consequently decrease faculty effectiveness in this role.

Meeth (unpublished) concluded that,

> students do not want faculty advising for the following reasons: (1) faculty members are not available, (2) faculty have no actual interest in advising, and (3) students do not believe they are advised. On the other hand, Meeth found that faculty do not appreciate academic advising because: (1) students do not come in to see them, (2) faculty lack adequate information about students and advisory procedures, (3) faculty are used merely as clerks, (4)

> faculty are responsible for too many advisees, and (5) faculty face too many other priority pressures (cited in Spencer, Peterson and Kramer, 1982, p.15).

In defense of those faculty members who choose to advise, adequate reward systems to recognize their time and effort are virtually nonexistent. Although faculty advising continues to be the predominant delivery mode for advising at all types of institutions, approximately three-fourths of the colleges do not consider advising effectiveness when making promotion and tenure decisions (Crockett & Levitz, 1984).

Combination Professional/Faculty Advisor

The Department of Sociology and Anthropology at Iowa State University has a combination of the above two advising modes. There is one professional advising coordinator for the entire department and four faculty who advise regularly on a part-time basis. The coordinator is responsible for the development of all resources used in departmental advising, for training faculty advisers, and for keeping them up-to-date on college and university procedures and requirements. The coordinator is directly responsible for the advisement of approximately 200 majors, whereas the four faculty advisers receive one-eighth release time to advise between 30 and 35 additional students each. The key to the success of this program is the commitment of the coordinator and advisers not only to advising, but to the discipline as well.

The University of Kentucky has recently created an innovative faculty position entitled Director of Undergraduate Studies (Brooks, 1978). The main concern of the person in this position is the development of quality teaching and coordination of advisement activities. Not only does the role include the collection and evaluation of information about the department's undergraduate students and the work of its graduates, but it also involves the advisement of students concerning paper competitions, awards, honors, and so on. Often such roles are considered "intrusions" if performed by regular faculty; but if one person is specifically designated to perform these duties, both students and faculty can gain a great deal.

Still another combination of faculty and professional advising is that used at Oklahoma State University, where one professional formally advises approximately 235 majors and filters students to various interested faculty members for informal guidance and advisement. This person has a background in sociology, curriculum, and education; thus she views her role not only as that of a policy and rule informant, but as a curriculum specialist, and student and sociology advocate. Faculty with areas of expertise in research and statistics, criminology, social work, gerontology, social psychology, and so on, are used as supplementary advisers, with no pay or release time, to relay information about specific areas of sociology and possible careers in their areas. Advantages of such a system are that students not only have the expertise of a professional adviser knowledgeable about university and graduation requirements, but they also have the benefit of one-on-one faculty consultation.

Not all faculty are eager to cooperate in such systems. Even when direct referrals are made by an adviser, some faculty members are unresponsive due to other role demands and lack of interest. In such cases, an adviser should not refer a student to a professor with a bad "track record", but should work to handle the problem of advisement alone or with the aid of a more cooperative faculty member. A faculty member's failure to cooperate should be brought to the attention of the department head who can, in effect, reward good advising by witholding rewards for poor advising during tenure, promotion, and pay increment time.

Peer Advising Systems

Although studies show that the use of student advisers has not increased between 1979-1982, 27 percent of all institutions continue to use student advisers, generally as a supplement to primary advisers. In addition, about one fourth of the institutions use residence hall advisers; therefore peer advisers are used to supplement the regular advising program in nearly half the institutions (Crockett and Levitz, 1984).

Although there are certain advantages to peer counseling, such as strong identity with and support for students, extreme caution must be exercised in using such an advising mode. The use of non-professionals could result in incorrect information being disseminated, and might make advising appear so insignificant and unimportant that students take the view that nobody cares about them or their academic and personal development. To talk to a peer about advising-related issues does not seem to carry much clout, and it may also carry with it an implication of a laissez-faire attitude. In peer advising, academic decisions could be based on who is the most popular instructor, which degree plan is the easiest to follow, or what content is the easiest to master, rather than what is best for the student's own academic and professional development. Such decisions are best made with the aid of those who have had more academic training, a stronger theory base, and more experience than peers.

ROLES, RESPONSIBILITIES AND STRATEGIES

What then can advisers specifically do in their roles to help sociology students and departments reach their maximum potential? Presented in the section which follows are, suggested adviser roles, responsibilites, and strategies which might be applicable to your departmental advising system. Exactly how you adapt those roles is insignificant. What _is_ important is that the second class status, the lack of rewards, and the view of advising as an afterthought must be changed, regardless of whether advisers are faculty or professionals. To do otherwise is to eliminate a potential source of vitality in a program.

Academic, Career, and Personal Counseling Roles, including Advising "Special" Populations

Perhaps the most time-consuming and emotionally draining aspect of advising is the one-on-one counseling with students as they make academic and career decisions. Gordon (1984) maintains that educational planning is not something that happens during registration alone, but that educational and career planning is a process which takes a considerable amount of time and effort. The skills and knowledge involved in this process are used throughout a lifetime, therefore the adviser should be the vehicle for the learning, experimenting, reality testing, goal setting, and implementation stages of this process.

The decision making involved in academic and career choices can be overwhelming to many college students, therefore an adviser must take considerable time to deal with each student individually in looking at various options. Lees and Winkelpheck (unpublished paper) suggest that undergraduate education should incorporate the process of career planning into its purposes. They state that academic advising should be instrumental in assisting students in:

(1) exploring their skills, aptitudes, personality, values, and interests,
(2) obtaining information on the written sources which can help with career choice,
(3) pursuing specialized opportunities for career choice clarification such as volunteer work or internships, and
(4) seeking information that pertains to career decisions after graduation such as graduate school information, writing a resume, or job interviewing (abstract).

If not careful, an adviser's time is never his/her own, therefore conscious planning is necessary in order to make efficient use of every moment to fill the many roles an adviser must play. As a close rapport is developed between students and their adviser on academic and career matters, a natural progression to personal counseling often occurs. Additionally, special problems sometimes arise when advising minority students and students of other special populations. Thus, advising involves making decisions as to when and how to draw the line before role overload develops. Below are a few tips and suggestions concerning how to deal with these many phases of an adviser's counseling role.

1. Set office hours when you are always available to students for advisement.

Accessability is an absolute must. An open-door policy projects a caring and friendly atmosphere that says "students are always welcome". However, it is unrealistic to expect an adviser to operate efficiently on that basis, thus specific hours per day should be posted when students can schedule appointments or occasionally drop by unannounced.

During hectic enrollment times, regular office hours may need to be suspended and advisers may be expected to see as many students as possible during the work day. Still, appointments are preferred. An example of a time sheet used to set-up appointments for pre-enrollment purposes appears in the appendix (pg. 1). Various time slots can be blocked out for teaching, meetings, lunch, and personal time as the adviser sees fit. Then the schedule can be posted outside the adviser's office for students or staff to make appointments. No totally efficient manner exists to handle rush times of the year, but a schedule chart gives a useful sense of organization and encourages students to act more responsibly.

2. Utilize computers and secretarial staff as much as possible for paperwork and recordkeeping.

Ideally, the advising process should involve as much student learning as takes place in the classroom situation. Realistically, however, much advising involves mere paper shuffling and clerical work. Advisers should work to minimize and delegate the clerical aspect as much as possible.

Recording of grades on plans of study, scheduling class times, computing grade point averages, filling out forms, and more, can be handled by someone other than the adviser. This is not to say that the adviser should be unaware of any aspect of a student's record (it's those little errors that may delay a student's graduation), but much of the paper work can still be accomplished by clerical staff. The form on page two of the appendix might be helpful in keeping records up to date. Notes should be taken concerning each student conference in order to identify potential problems in a student's program and to refresh the adviser's memory prior to the next visit (see form on page 3 of the appendix).

Computerized systems of advising are becoming more and more popular and the potential for computer use in advising is unlimited. Computerization can help provide relief from repetitious recordkeeping, thus allowing more time with the advisee for more important aspects of advising (Crockett, 1982). Some specific uses include verification of graduation requirements, identification of students in academic difficulty, and provision of demographic and course information (Grites, 1979), as well as registration and career guidance.

3. Monitor students' progress for both positive and negative outcomes, then follow-up with written notices to students to relay concern, encouragement, or praise.

All colleges and universities provide some information to advisers relative to students' grades, problems and progress. Advisers should take the time to analyze such information and relay problems and successes to their students. For example, when mid-term grades are received for O.S.U. freshman sociology majors, letters are sent not only to those having difficulty (including suggestions for tutors and study skills sessions), but letters of congratulation are mailed to those students showing high achievement (see Appendix, page 4). Similarly, when final grades are received for all students, letters of congratulation for honor roll students, as well as letters notifying students of their probationary status are sent (see Appendix, pages 5 and 6).

Maintaining the standards of a department is important for its campus, regional, and national image. Therefore, the O.S.U. sociology department places students with grade averages below C on academic probation in order to maintain a high quality of students in the program. (see Appendix, page 7 for an example of a probation contract). While on probation, much attention is given to students in the form of counseling, tutoring, and encouragement to enhance their chances for success in the future. However, if a student fails to complete the terms of his/her contract, he/she either becomes an "undeclared student" in the University's Academic Assessment Program seeking a new major where success is more likely, or is suspended from the university and encouraged to seek other forms of education or vocational training. Although this policy may seem inflexible to some, a department (and a university) has an obligation to maintain certain standards for its students, or it fails to serve its purpose of providing a quality educational experience to all.

4. Encourage student self-advisement and responsibility in decision making.

Total dependence by students on their adviser for course selection and enrollment is not a desirable situation. In fact, research on self-advisement shows that it has proven to be very effective when measured against the criteria of fewer enrollment errors (Lewis, 1972). Consequently, an adviser should spend a sufficient amount of time explaining degree requirements, rules, and regulations in order to encourage students to assume ultimate responsibility for determining their plans of study and scheduling their classes.

Other advantages of self-advisement include greater development of students' decision-making skills and less pressure on the adviser; yet self-advisement in itself is not enough unless the purpose of advisement is seen only as course and class scheduling. If, in fact, the goal of advisement is the interaction of student and adviser on important developmental matters of academic, career, and life goals, then advisement must involve a one-on-one effort between the student and a dedicated professional.

5. Point out career options to students.

For students in sociology and other liberal arts programs, pressure often comes from parents and peers to go into a major with more explicit training and direct relationships to specific jobs. Advisers, therefore, should point out possible career paths to students so that they can combat negative feedback from others and maintain a greater commitment to their major.

To further assist in career and academic decision making, students should have ready access to degree sheets and requirements for graduation, college catalogues outlining course descriptions and prerequisites, and current job listings and qualifications for various merit positions in their state and surrounding states. In addition, current ASA materials such as Bettina Huber's booklet entitled "Embarking upon a Career as a Sociology Major," "Careers in Sociology," "Career Possibilities for Sociology Graduates", and "Employment Patterns in Sociology: Recent Trends and Future Prospects" should be available. Pages eight and nine of the appendix contain a brief list of other resources for career advisement. At the same time, caution should be taken not to over emphasize "vocationalism" since an important role of a sociology adviser is to help students understand the value of a liberal arts degree in terms of becoming an educated person with a broad range of knowledge and skills (Gordon, 1984).

6. Help students select courses within and ouside their major which relate to their life and career goals.

Most liberal arts degree plans include considerable flexibility in course selection. Therefore, in academic and career counseling, students should be encouraged to take courses that broaden their understanding of the world and relate to career possibilities (i.e., management, technical writing, teaching, social work practice, and counseling). Courses which meet entrance requirements for professional schools can also be taken to meet graduation requirements. Students will come to see a relationship between courses and their life and career goals, as well as a certain continuity in their individual plans of study, if their adviser takes the time to brainstorm and dream with them.

Sociology advisers and faculty can make personal contacts with various professionals such as lawyers, ministers, bankers, and social service agency heads, in order to gain input concerning the relevance of sociology to their fields and related courses they would recommend to students. Perhaps an even more valuable result of such efforts is the networking that can take place with future employers, as the adviser visits with these professionals concerning the value of a sociology degree for their chosen careers.

7. Inform students about the possibility of graduate work in sociology and related fields.

Despite recent statistics from the Bureau of Labor (Newsweek on Campus, September, 1982) showing the number of college faculty needed is expected to decrease by 9% between 1980 and 1990, and Campbell's (1980) warning that very few undergraduates want to become university professors, there is still that element of the undergraduate population who choose to major in sociology as their first step toward careers in academia. Consequently, undergraduate advisers must be knowledgeable about graduate programs in sociology.

Each department should have a materials lab consisting of graduate catalogs and other materials about sociology departments and departments in related disciplines. It is generally left to the adviser to collect and organize such materials. Two of the most concise descriptions of relevant graduate programs are Guide to Graduate Departments of Sociology (ASA) and Peterson's Annual Guide to Graduate Study. Law, business, social work, medical, and public health schools are just a few related graduate and professional programs a student might consider. Literature should be readily available on these programs too, either in the sociology department itself or at the campus library or careers center. Sociology Club and Alpha Kappa Delta can sponsor programs and/or workshops where faculty and guest speakers provide additional information and role models for students interested in graduate and professional programs.

8. Attempt to match teaching styles to students' learning styles.

A more sensitive topic than course selection and career decision-making is choice of professors. An adviser would be lying to him/herself and dishonest with students if he/she did not admit that differences exist in professors' personalities and in their effectiveness in the classroom. Matching individual students' needs with different teaching styles and types of role models is a difficult and dangerous task, for much power lies in an adviser's hands to fill a course or contribute to its failure. However, some students need a slow, low-key classroom setting in order to learn; whereas others must have a dynamic, energetic lecturer to keep them involved. An adviser should make a subtle attempt to meet such varying needs of students, despite potential criticism from faculty that certain biases and/or friendships exist on the part of the adviser.

9. Learn to make referrals to other persons and resources on and off-

campus.

Another sensitive area for advisers is the personal counseling that gradually evolves when working one-on-one in a caring relationship with students. Hearing painful stories of career confusion, divorce, financial difficulties, abortion, rape, drug and alcohol abuse, health problems, homosexuality, and violent marital or dating relationships is a common occurrence with which advisers must learn to cope. Sometimes, a concerned, sympathetic, nonjudgmental ear is all a student really wants, yet, additional help may often be necessary.

Because of lack of clinical training in most instances, along with the press of regular advising responsibilities, the adviser must develop a network of resources and referrals throughout the campus and community to assist students in handling personal problems. To fail to do so results in role overload for the adviser, and the student is cheated by not having the expertise of other trained professionals.

Most campuses are equipped with special career resource centers where interest and ability tests are administered, career counseling is offered, readings and resources are available, and various other career decision-making tools are accessible. Oklahoma State University and many other institutions have available to their students a computerized system of career advisement whereby students undergo a process of identifying their interests and abilities, then matching these with possible careers. Detailed information on numerous careers is available to students ranging from salary scales to appropriate course selections to make when considering that profession. This is extremely valuable information to use for discussion and course selection in subsequent advising conferences.

Referrals for personal and financial problems often may be more important than career referrals. University counseling centers, mental health clinics, and masters and Ph.D. programs in clinical psychology or psychiatry generally offer students free counseling services staffed with experts trained in crisis intervention. Every university has a financial aids office to assist students having financial problems. Referral information about day-care and baby-sitting services, employment agencies, divorce or marital counseling, religious services, county health departments, abortion or family planning clinics, suicide control centers, battered women's shelters, alcohol rehabilitation centers, and more should all be used for referral purposes by an adviser. Time must be spent finding the right person or office to meet students' needs. Sometimes it may be necessary for an adviser to pick up the phone and make an appointment for a student who may not be physically or emotionally capable of calling for themselves, otherwise he/she may feel abandoned and rejected by his/her adviser if no immediate help is given. To ignore pleas for help, although sometimes very discreet and subtle, can have disasterous results.

10. Give considerable attention to advisement of "special populations".

Special referrals are often necessary when advising students with learning problems, older adult and returning students, the handicapped, minority students, athletes, and honors students. Although an entire monograph could be written on each special group, a few tips can be outlined for each.

Gordon (1984) maintained that handicapped students and those with learning disabilities may need a very individualized approach to educational planning. Advisers need to work with appropriate resources on their campus such as affirmative action programs and handicapped student organizations to ensure that these students have a positive and successful college experience despite their handicaps. Advisers, along with college affirmative action personnel, should attempt not only to meet requirements outlined in Section 504 of the Vocational Rehabilitation Act, but also to attract competent students who otherwise might not come to their university. Textbooks are generally available in braille and/or tape recordings, and many university libraries are equipped with a Kurzweil reading machine for the blind. Many counseling centers offer special support groups for students with physical handicaps, as well as those with learning disabilities such as dyslexia and other perceptual problems. Internships also can be tailor-made for handicapped students, giving them the same opportunities for experiential learning as other sociology majors.

International students, too, need special attention since their plans must not only be realistic according to their current academic abilities, but to their cultures and language skills as well. Special international student organizations, counseling services, and academic programs are generally set up to assist such students.

According to the National Center for Education Statistics (1969, 1979), enrollment of traditionally underrepresented groups, such as blacks, women, and adults, increased significantly during a ten-year period between 1969 and 1979. As a result, many institutions are adopting a holistic student development approach to the career and life-planning needs of such student populations (Habley, 1984).

Adult returning students, especially women, need confidence-building experiences. Many have been out of the academic environment for so many years that even the thought of sitting in a classroom and taking notes is anxiety provoking. Lack of math skills seems to be very threatening for such students, therefore special tutors and study skills sessions should be arranged. Generally, larger campuses have special counseling programs for returning students which arrange for tutoring sessions and support groups. If this is not the case on your campus, perhaps tutors and informal groups could be created departmentally. Such students, along with members of other special populations, should be encouraged to actively participate in SOC Club/AKD to help them meet friends and study partners. Intrinsic rewards can be bountiful in advising older students, because often a complete transition from a meek, fearful returning student to a confident, straight A student occurs.

Concerning counseling minority students, research in the 1970's indicated black students drop out of predominantly white colleges at a rate of 49.5 percent, as compared with a dropout rate of 41.4 percent among white males and 30.9 percent among white females (Astin, 1975). Although related research indicates that inadequate academic skills and poor performance account for at least half of the variance in attrition

(Pantages and Creeden, 1978), feelings of alienation, frustration, and helplessness also contribute to higher minority attrition on predominantly white campuses (Astin, 1975).

As one might anticipate, minority students are more likely to seek help from minority professionals (Burrell and Trombley, 1983). In addition, "it is important that minority students have an opportunity to interact with minorities who have have been successful in business or professional fields. These individuals can become significant, powerful role models to minority students" (Saunders and Ervin, 1984 pp. 274-275). Although such role modeling is important, an adviser, no matter what his/her race, can become quite sensitive to the cultural backgrounds of minority students. It is the belief of the authors that, in the long run, minority students will benefit greatly by developing trusting relationships with white advisers. To continue to pair white advisers with white students, black advisers with black students, native american advisers with native american students and so on, serves only to perpetuate the age-old problems of segregation, racism, misunderstanding, and distrust.

Another special population with which many departments and advisers must regularly deal is student athletes. This group needs special attention to ensure that advisers and professors do not automatically stereotype athletes as non-academic "jocks". Obviously, advisers should offer athletes the same guidance as other students in determining academic and career goals; however extra group projects confirming athletes' abilities in academic settings are important for building self-esteem in those athletes who lack confidence in the academic arena.

Appearing in the appendix (page 10), is a copy of a memo sent to O.S.U.'s sociology student athletes outlining a proposal for academic involvement in a public school workshop. At this event, athletes led sessions on teen problems which related to their sociology coursework and gained instant rapport and respect from the junior high students involved in the clinic. The workshop was a tremendous success, and the athletes came away feeling valued for their interpersonal skills and knowledge in their major, not just their ability to score points or win games.

An adviser dealing with athletes at the university level knows there are countless forms to fill out to determine National Collegiate Athletic Association (or similar group) eligibility. Extreme care must be taken to work with the coaches and athletic department in completing these forms. When coaches and other athletic personnel see that advisers and professors care about their athletes as students, they may come to care just as much about whether their athletes graduate, as they do about their eligibility to play the next season. In turn, an adviser might reciprocate and attend a game or two to show his/her student athletes that he/she cares about them as total persons, not just as sociology majors. Advisers must also strike a balance between maintaining a good relationship with their athletes and the athletic department, and maintaining quality academic standards.

Another special population is honors students. One might ask "Why honors students? They're no problem, but are a joy to advise!". Yet, academically talented students often have high levels of anxiety (either self-imposed or imposed by family, friends, and teachers) due to the pressure to achieve academic excellence. They may be unable to cope with failure (for example, a less than A grade) and they may choose not to pursue social and recreational interests (Saunders and Ervin, 1984). Consequently, advisers must not only be prepared to help them deal with failure, but must also encourage honors students to pursue non-academic activities and goals in order to help them develop as total persons. Honors programs are beneficial and should be encouraged by advisers (see outline of O.S.U.'s sociology honors program on page 11 of the appendix), but the requirements should not be so rigid or demanding as to produce an "elitism" with negative effects. Furthermore, problems may arise in the academic advising of honors students, when it becomes difficult to provide them with sufficient challenging experiences.

11. Develop characteristics and skills needed for effective counseling.

Noel (1983) suggests the following characteristics for outstanding advisers: they have the kind of talent and skill that causes students to take action on their own behalf; they stimulate and motivate; they spontaneously think about all the interests and needs of the student; they like to see growth in their students. Advisers listen, are innovative, and are constantly searching for a new way to put together information so it makes sense to the advisee. Most important, they care about their advisees. Trombley (1979) lists several strategies which produce positive results in the counselor-client role, a role analagous to the adviser-student role. These strategies may be found on page twelve of the Appendix.

Public Relations and Recruitment

A second major role of an adviser or advising system involves public relations efforts and recruitment of students on behalf of the department. Sociology, as some other disciplines, suffers from many myths and stereotypes. Students, and especially their parents, need accurate and specific information about what sociology is and what sociologists do. There are numerous P.R. and recruitment strategies which advisers, faculty, and sociology students can utilize. Listed below are several P.R. suggestions which have been useful at O.S.U. and other departments around the country.

12. Compile and make use of P.R. materials about your department and program.

Public relations materials are used primarily to communicate with students, but can also be shared with other professionals such as advisers in other departments, the university placement office, and the public at large, including potential employers and internship supervisors. Universities or colleges may write and distribute brochures which include information about a department's programs. It is crucial that the content of these materials be periodically checked and updated for accuracy and relevance (see page 13 of the appendix for example of such information).

Because the adviser in a department is most conscious of the need for P.R. materials, the role of writing and editing this information often becomes that of the adviser. P.R. materials which could be written intradepartmentally might include undergraduate and graduate manuals, departmental newsletters, and course/event flyers. These materials should not only be thorough, but concise, understandable, accessable, and aesthetically appealing.

Undergraduate manuals[1] might contain the following information: a definition of sociology, the philosophy of the department, career possibilities, course descriptions, faculty biographies and interests, degree plans/paths/options, major, minor and honors requirements, scholarship and awards information, Sociology Club/AKD information, and some graduate school information. Departmental newsletters (see pages 14-28 in the appendix) also provide a wealth of information, but are more current and personal than a manual. Advisers/editors should consider including: a calendar of events and important dates, recent personal and professional news about undergraduates, graduates, faculty and alumni, AKD/SOC Club announcements, graduate school, job, scholarship and award announcements, and any upcoming special events, meetings or scholastic opportunities. At O.S.U., both undergraduate manuals and departmental newsletters have been well received by students and their parents. They seem to find them informative, amusing, and reassuring.

Occasionally flyers for special events, classes or extension courses may be useful (see Appendix, page 29). They serve as extra reminders to students and other advisers of the coming of these events and classes, as well as the details of when, where, who and why. In addition, special notices about available awards and scholarships should be written for and distributed to students. Finally, since recruitment is becoming more and more important in a period of declining university enrollments, letters to potential students should be sent, including copies of P.R. materials (see Appendix, page 30-31 for examples of letters).

Distribution of all these P.R. materials is possible through several channels. Materials can be handed out in classes, left for public access in the main office, distributed by the adviser and staff, given to faculty to hand out during office hours, mailed to majors, minors and other advisers through campus or regular mail, and handed out at special university events.

13. Sponsor and offer social events for your students, staff and faculty.

It seems that many advisers and faculty underestimate the value of departmental social events. These events not only serve a P.R. function, but they also increase the morale and cohesiveness of the department, and promote better student-staff-faculty relationships. All of these benefits can provide a better context for learning.

There are many possible social events a department can sponsor either directly or indirectly through clubs and organizations such as SOC Club and Alpha Kappa Delta. Such events range from informal, spontaneous lunches or happy hours, to formal, planned awards banquets. They may be entirely for fun or involve some academic experience along with the social aspects such as a sociology film series. Often advisers are called upon to act as "social leaders" or social chairpersons because they know the largest number of and have greater contact with students. Faculty also can assist by encouraging and attending these events.

The O.S.U. Sociology Department directly sponsors at least three major social events per year, a fall "get-acquainted" party, an annual Christmas/winter party and a spring awards picnic. These events are well attended by faculty, staff, and graduate and undergraduate students. People are informed of the events through flyers (see Appendix, page 32), the newsletter, SOC Club/AKD meetings, and class announcements. Food, drinks, conversation, music, and games are all a part of these events. At the annual spring awards picnic, faculty present scholarships and top student awards to undergraduates and graduates. In return, the students present humorous awards to the faculty.

Sociology Club and Alpha Kappa Delta also plan and conduct many social-academic events which may involve students only or include faculty. Such events include potluck dinners, pizza parties, and service projects for local agencies. Graduate students frequently plan functions and small departmental parties of their own.

14. Actively participate in college and university events and programs.

Although campus-wide involvement is time consuming, it is important that departments be represented at university and college events such as Freshman Orientation, High School Days, Careers Days, Parents Weekends, speaker programs and so on. These events serve both P.R. and recruitment functions, and have audiences which include students, potential students, parents, university professionals, and members of the community. Representatives of your department should include not only your adviser, but faculty, graduate students, and SOC Club/AKD members since parents enjoy talking to faculty members and potential students often feel more comfortable with undergraduates. These representatives might hand out P.R. materials, set up an information booth, give short presentations about the department/program, and be available to answer questions.

15. Encourage faculty and student involvement in local, regional, and national professional meetings and with ASA.

Attendance and participation at professional meetings, and cooperation and membership in ASA can also gain valuable recognition for a department/program. Not only is it possible to recruit new graduate students, spread information about the program, and make valuable professional contacts, but also there can be an exhange of ideas and resources for teaching, research, advising, and other activities. Undergraduate and graduate students may need extra encouragement from advisers and faculty to attend such meetings and to present papers. Information about these meetings and how students can participate should be included in flyers and newsletters, and announced in classes.

16. Provide information and maintain contacts with your university placement office.

Many university placement offices are uninformed about the discipline of sociology and the potential job market for its undergraduate majors. Some placement offices are unwilling to assist sociology majors because placement counselors often hold the misconception that there are no jobs for sociologists, so any efforts on their part would be a waste of time. Such negative beliefs, in turn, are spread to potential government and corporate employers. It is essential, therefore, to make contact with the university placement officials through P.R. materials, memos or letters, and discussions to attempt to educate them about sociology and the skills and knowledge sociologists have acquired. As previously mentioned, ASA publishes several useful brochures on careers for sociologists that also could be used in this educational process. (See Appendix, page 33 for an example of a letter to the O.S.U. Placement Office).

17. Make contacts directly with potential employers, including those who interview through the university placement office.

Your efforts to inform the placement office may or may not be successful. Either way, you may decide to contact potential employers directly. Lists of employers who interview on campus can usually be obtained from the placement office, and other local and regional agencies and corporations can be added to this list. Personal contacts at this point would be costly, time consuming and probably overbearing, therefore a more feasible strategy would be to send an information packet, including a letter about sociology majors (see Appendix, page 34). The letter should explain why such employers might consider interviewing sociologists for jobs they might not have considered them for in the past. The packet should also contain P.R. material which focuses on sociologists' knowledge, skills, and possible nonacademic career areas.

18. Become involved in local and state community agencies and projects.

Advisers, students, and faculty can help promote the department, as well as make contacts for future student internship placements and jobs by participating in a large variety of community activities. Many local agencies or projects need volunteers and could benefit from the substantive, theoretical and methodological expertise of a sociologist. In return for such involvement, the department and its students gain recognition and increased understanding of the discipline by nonsociologists who have power and influence in the community. Examples of such activities include internships, working on information and referral services and community restitution committees, volunteering at local retirement homes or teen centers, consulting (often without pay) on various evaluation research projects or community surveys, and giving (often free) sociological workshops, speeches, and presentations to schools, organizations, and the general public.

19. Cooperate and share your expertise with the media.

As has recently been discussed in ASA Footnotes (August, 1984 and May 1985), sociologists should be willing to take the time to inform the public about sociology through the mass media. Such efforts to reach the public by faculty and advisers will pay off in P.R. for your department and university, as well as in a better understanding of sociology and society by the public and potential employers. Although many faculty find that working with the media can be frustrating, time consuming, and derogated by colleagues, the collective payoffs are worth the effort. Faculty can accept live or telephone interviews with the university and local newspapers, make guest appearances in radio shows or documentaries, and participate in special events covered by the local media.

Furthermore, most universities have a public information office working to promote the university to various audiences. Advisers, faculty and students can cooperate with this office when asked to work with the local media or be featured in university P.R. material. The adviser can also keep the public information office updated on any important and newsworthy events such as awards, scholarships, grants and publications by faculty and students in the department.

In conclusion, a multitude of ways exist to inform a department's various constituents about its program, sociology and sociologists. Although the participation of faculty and students in this process has been discussed, it is often part of the adviser's role to plan and coordinate these P.R. and recruitment efforts. Concern that academia should not "market" itself is outdated, unrealistic and egotistical. Public relations and recruitment are important, necessary endeavors as long as the efforts are honest and sincere, and there is reciprocal benefit between the department and its audiences.

Curriculum Development

Often the purpose and meaning of a sociology curriculum is lost or ignored in a department simply because no one bothers to stop and ask, "Why are we doing what we're doing? Where are we trying to go and what are we trying to accomplish?" Generally, faculty members are too involved in their own teaching and research areas to see the overall picture. Consequently, one role of advisers could be to encourage the department to step back and evaluate its entire program and determine a direction for its students. To fail to do so often results in what Campbell (1980) calls "a beast in the basement" which refers to a disorganized curriculum living on herds of undergraduate students. This "beast" is a conglomeration of courses that faculty wish to teach, which really contributes very little in a total educational effect (hence it belongs in the basement).

Often an adviser is only one of a few in a department who is aware of the curriculum's overall effect since he/she is the one who must articulate its meaning to students. Below is a list of strategies an adviser might use in working with faculty in the area of curriculum development and evaluation.

20. Assist the faculty in formulating a department philosophy, then articulate this philosophy in the advisement process.

The sociology department at O.S.U. underwent a comprehensive curriculum reorganization process in the early 1980's (McMillian and McKinney, 1985) which first involved the attempt to establish a philosophy of the department. An eclectic philosophy incorporating both applied and basic sociology was developed, and the authors believe that all departments should undergo a similar process to determine their own goals. Furthermore, students should be made aware of the department's philosophy and goals sometime during the advisement process, so that they, too, will have a sense of direction and purpose during their pursuit of a degree.

21. Be prepared to articulate the purpose and content of each course and its relationship to the entire curriculum.

"Why should I have to take statistics and methods of research?" " A theory course sounds boring. Do I have to take it?" These are questions frequently asked in an adviser's office, and students deserve to be given a good answer. A rational, logical reason as to why each course in the curriculum fits into the overall picture should be articulated by the adviser. Otherwise Campbell's (1980) "beast in the basement" will devour students.

Noel (1983) has argued that students' final selection of colleges in the future will depend on the adviser's ability to articulate the purpose, substance and rationale for the curriculum. Therefore, advisers have become the substantive salesmen for the college. Noel maintains that advisers have also become interpreters in that, "...good advising may be the more critical and more significant academic function than teaching because what you're doing is bringing together academic content and applying it to the lives of people" (Noel, 1983, p. 18).

Updated syllabi, descriptions, and goals for each course should be available in the adviser's office for student review. Discussions with the adviser concerning content and requirements should leave the student with a sense of knowing why he/she is taking each class so that even the most dreaded course can be more easily accepted. Students deserve better reasons for taking a course than "just because my adviser told me to."

22. Assist faculty in organizing and packaging curriculum into logical options in order to help students see relationships to possible careers.

The number one concern among many college students today is finding an answer to the "What can I do when I graduate?" question. This is probably asked most frequently among sociology and other liberal arts majors. In 1982, it was written into the American Sociological Association's Code of Ethics that sociology departments have an ethical obligation to help students find employment (Howery, 1983); therefore, concern with jobs is an issue that should be addressed in sociology departments.

One way to deal with this obligation, other than the previously mentioned one-on-one career counseling and referrals, is to make a concentrated effort to reorganize your curriculum in such a manner that obvious connections are made to certain careers. For example, the Department of Sociology at O.S.U., similar to the University of Wisconsin at Milwaukee (Green, 1980), and the University of Kentucky, organized its curriculum into several career paths and four social service options. The career paths range from Social Aspects of Law and Social Aspects of Medicine, to Social Research and Analysis, and Minority Studies. The paths consist of sociology courses with content appropriate to each area and courses from other disciplines recommended by professionals in the field. These paths are intended to lend themselves as much toward the pure aspects of sociology as the applied.

The four social service options at O.S.U. address sociology in the context of social change and consist of the following: Corrections, Pre-Social Work, Social Gerontology, and Juvenile Treatment.

All universities and sociology departments make some type of formal contract with students which usually consists of a printed degree sheet listing all the requirements for particular plans and options. It is recommended that these sheets be written and printed in the most simple, concise manner possible, so that much of the mechanics of degree requirements can be understood and completed by students themselves. Many advisers choose to create their own form to assist students in meeting degree requirements. For example, Margaret Lewis, Assistant Professor of Sociology at Black Hills State College in South Dakota, uses the form on pages 35-38 of the appendix to help students in planning their four-year programs. She plans to color code the forms to different years of entrance into the program to simplify recordkeeping.

In addition, advisers should become involved in formulating and implementing the university's general education philosophy and policies. The results could be two-fold: (1) advisers can work to see that these requirements are simple to implement and to interpret, and (2) they can work to include sociology courses in meeting these requirements.

23. Work closely with your State Merit System and Department of Education when revising your curriculum, so as to qualify students for government positions.

The Department of Sociology at O.S.U. was successful in qualifying students who complete one of their social service options for the entry-level position of Social Worker I. Prior to this effort, only graduates of certified Bachelor of Social Work and Master of Social Work programs were qualified to apply. Minor adjustments in the curriculum were made to include a minimal number of social work-related courses, along with a required supervised internship experience in a social service setting. Presentations concerning the relationship between sociology and social work practice were given to state officials to offer a rationale for this concept. As a result, students not only have this additional career option, but social work employers now have the opportunity to hire graduates with the unique sociological perspective.

In addition, a sociology department should work with the College of Education at its university to ensure that sociology majors have the opportunity to pursue social studies teacher certification. This is no easy task in light of increasingly higher standards for certification; however, it is well worth the trouble for students interested in teaching at the public school level. Such tangible job opportunities as mentioned above are comforting to those students seeking concrete answers to the " What can I do?" question.

Teaching, Research, and Other Professional Activities

Curriculum development gradually turns into curriculum implementation, therefore the teaching, research, and other professional duties of advisers must now be addressed. Below are some suggestions which might further broaden the role of advisers into these areas. Although the rewards for such activities may be only intrinsic in nature for nonfaculty advisers, these rewards are well worth the effort in terms of personal and professional growth. However, some advisers will find these additional activities difficult to accomplish due to limits imposed on their role by faculty or administrators, or simply due to their lack of time and energy.

24. Teach courses which directly relate to and affect the advisement process.

The authors believe that some teaching by the adviser is helpful in order for him/her to keep in touch with students and with the discipline. To isolate oneself in an office away from a classroom situation allows one to forget the purposes of the advisement and educational process. In addition, much content related to sociology careers and curricula can be better transmitted in a classroom/group setting than through one-on-one advisement.

Possible courses an adviser might teach are "Careers in Sociology" and "Job Search Techniques for Sociology Majors". Students could be exposed to several possible career options and to information concerning what sociology graduates do. Job-search techniques such as formal job interviewing, resume writing, and other skills can be practiced, and contact can be made with the university placement office and the state merit system. In addition, practical issues such as sexual harassment, discrimination on the job, affirmative action, and labor market trends can be discussed, as well as the advantages and disadvantages of graduate school in sociology and professional schools. Such a course can prove particularly beneficial to students who have never entered the job market, or are confused about their career goals. A copy of one syllabus for such a course can be found on pages 39-43 of the appendix.

Depending on the adviser's expertise, other teaching possibilities might include assuming responsibility for an introductory course, presenting a unit on "Majoring in Sociology and Careers in Sociology" to all introductory classes, and/or conducting a college freshman orientation class.

25. Become directly involved in your department's internship or practicum program. (If you don't have one, START ONE!)

At the heart of most growing sociology departments is a well-organized internship program. The success of that program often depends on faculty's and adviser's ability to translate its value and meaning to students, which can be partially accomplished during the advisement process. If one believes in holistic advising, the adviser must follow through all stages of a student's progress, from declaration of a major to finding an internship placement and a job after graduation. Who better knows a student's career goals, ambitions, weaknesses, and desires, but his/her adviser? Therefore, matching a student with an internship placement should include the input of the adviser. When advisers do follow a student through all these stages, they will find themselves writing numerous letters of recommendation. (See pages 44-46 of the appendix for examples of such letters.)

In the Department of Sociology at O.S.U., the adviser or a faculty member teaches and organizes an internship preparatory course entitled "Orientation to Internship". In this two-hour course, students approach potential placement supervisors and find internship placements as they would when seeking a job. An important aspect of this orientation class is the theory-to-practice emphasis, where students are required to relate sociological theories learned in previous courses to actual job-related issues. A copy of the syllabus from this course can be found on pages 47-53 of the appendix.

For the actual internship, the students become involved in a field placement in a government agency, a legal, business, banking or medical setting, or any environment which will further their career goals. It can be a responsibility of the adviser to help locate potential placements and to keep accurate records of the names and addresses of these contact persons. These same lists can be used as resources for students to use in seeking jobs upon graduation. Guidelines for the internship program at O.S.U., including the role of the adviser in this program, can be found on pages 54-58 of the appendix.

Lees (1977) states that at least five benefits accrue to students who participate in internships: (1) students become aware of career options and what substantive knowledge and skills are encompassed in specific job areas, (2) students can learn skills and develop limited expertise in their area of interest beyond their classroom experiences, (3) they become aware of job openings for which they qualify, (4) students are able to obtain recommendations of their field supervisors who can speak to the quality of work they have done, the interpersonal skills they demonstrated, and to their dependability, and (5) faculty and adviser letters of recommendation for future prospective employers can speak to the students' ability to relate the theoretical to the applied emphasis in sociology.

26. Ask former sociology graduates and university professors to speak to your classes to serve as role models of what can be done with a sociology degree and to assist students in the transition from theory-to-practice".

What better way to show students what can be done with a sociology degree than to bring in sociology graduates to talk about what they are currently doing? Bankers, lawyers, social workers, probation and parole officers, social service agency directors, businessmen/women, police officers, school teachers, and many more professionals can give firsthand information to assist students in career decision making. Consciously seek to include women and minorities on such panels for the purpose of serving as role models for similar students.

The inclusion of sociology professors on these panels can serve two purposes: (1) students can be exposed further to the role of a sociology professor and (2) faculty can offer input as to how their particular courses relate and contribute to the professional areas being discussed. For example, a professor interested in juvenile delinquency could serve on a panel with a youth probation worker, a director of a youth services agency, and an officer in a juvenile bureau, with each sharing his/her own view of the criminal justice system and possible career opportunities. At the same time, students in the class can be involved in submitting questions to the panel and linking sociological theories to the panel's ideas. Suggestions for types of speakers and panels you might wish to consider are included on pages 59-63 of the appendix.

27. Conduct periodic research studies of current students and graduates from your program, ascertaining their satisfaction with the curriculum and the advisement process, as well as their current employment status.

There is no real need to express the importance of evaluation and assessment to an audience of sociologists. However, sometimes it is necessary to remind faculty/advisers that they should regularly poll their students and graduates for input relative to curriculum and advisement. The O.S.U. Department of Sociology conducts such a study every five years. Several changes in the curriculum and advisement process have been attempted as a result of this research, such as more emphasis on career and job advisement, greater use of placement services and internships (Hynson, 1979), and encouraging more interdisciplinary activites and requirements (Olson, 1981).

A more comprehensive study of graduates from this program is currently being conducted by Sociology undergraduates in a research methods class. A copy of the cover letter and questionnaire being used can be found on pages 64-72 of the appendix. The results of this survey should be available by the spring of 1986. Similar studies have been conducted by Elder (unpublished), Hynson (1979), Olson (1981), and Polson (1981). A more informal annual assessment of advisers and the advisement process should be done either college or university-wide. A copy of a sample questionnaire administered by the O.S.U. College of Arts and Sciences can be found on page 73 of the appendix.

28. Join professional organizations and utilize their publications.

To share common concerns and problems, to seek solutions to these problems, to create an awareness of the importance of advising, and to seek professional growth are just a few reasons for joining and becoming involved in the American Sociological Association and the National Academic Advising Association. Another benefit from joining professional organizations includes greater access to available publications and information. In addition to ASA pamphlets on careers, there are numerous publications on advising from NACADA. By promoting quality academic advising, this organization of professionals, faculty, and students works to ensure the overall development of students in educational institutions.

29. Publish articles in professional journals about programs, advisement systems, and ideas about careers for sociology majors.

Advisers should share with others what works in their departments, for the success and growth of individual sociology departments can only serve to help other departments. Jobs for Ph.D. academicians will be created as sociology departments grow, and the image and reputation of the discipline will be improved if successes are published.

A second underlying benefit occurs when advisers publish. Their reputation and image improves, both as individuals and as a group. Often advisers are stereotyped as those individuals who "couldn't cut it" in research and teaching, consequently, they became advisers. However, advisement should be viewed as very important and should become a coveted role which everyone seeks to attain, even the best of sociologists. When the importance, successes, and achievements of advisers are published nationwide in professional journals, then the purpose and importance of advisement will be recognized.

30. Encourage colleges to provide rewards, both intrinsic and extrinsic, for outstanding advisement.

As advisers are assessed and evaluated, so should they be rewarded for excellence. Extrinsic rewards are few and far between, as was mentioned in an earlier section; but as college enrollments decline and retention becomes an even more important issue, advisers should make known their important role in recruitment and retention.

Annually an "adviser of the year" is selected by students in the O.S.U. College of Arts and Sciences. This person is given a plaque and is recognized at the Arts and Sciences Banquet. Furthermore, it has been proposed that five Arts and Sciences advisers be awarded a $500 bonus for excellence in advisement; the amount to be continued each year that the winners serve as advisers. This would offer an incentive to the awardees to continue advising.

Although the above rewards are more extrinsic in nature, Kanfer (1984) maintains that the intrinsic rewards of advising, particularly for faculty, are not emphasized enough in recruiting and training advisers. Advisers need to become aware of what they may receive from advising, that is, the intrinsic satisfaction which can be derived from forming relationships with students, from intellectual stimulation, and from the sense of autonomy and achievment in carrying out one's job (McKeachie, 1982, Kramer, 1984).

CONCLUSION

A sociology department and its students are strongly influenced by advisers, which is frightening when one considers the fact that fewer than 40 percent of college seniors are satisfied with academic advising and fewer than half of college sophmores are satisfied with advising (Watkins, 1983). Ironically, research shows that quality academic advising reduces the dropout rate, is linked to student achievement and learning, and helps institutions maintain academic standards (Noel, 1983). One wonders why academic advisement is not a higher priority of administrators in all departments and college campuses nationwide.

This monograph has been an attempt to create an awareness of the important effects of advising in sociology departments. It is hoped that more research will be done on the subject and that new and additional suggestions for improving advising can be added to this list. This is the charge the authors leave with you.

ENDNOTE

[1] Readers interested in obtaining a copy of the O.S.U. Sociology Undergraduate Manual may write the authors at the Department of Sociology, 006 Classroom Bldg., Oklahoma State University, Stillwater, OK 74078.

REFERENCES

ASA Footnotes

1984 "Sociologists in the media." August Vol. 12 #6, pg. 10.

ASA Footnotes

1985 "Media relations shaping up well." May Vol. 13 #5, pg. 3.

Astin, A.W.

1975 Preventing Students from Dropping Out. San Francisco: Jossey-Bass.

Beal, P.E. and L. Noel

1980 What works in student retention. Iowa City, Iowa: College Testing Program and National Center for Higher Education Systems.

Brooks, J. Michael

1978 "The roles of the director of undergraduate studies," UK Teaching News and Notes 4: 1-6.

Burrell, L.F. and T.B. Trombley

1983 "Academic advising with minority students on predominantly white campuses." Journal of College Student Personnel 24: 121-126.

Campbell, Frederick L.

1980 "A note from the special editor." The American Sociologist 15: 2-5.

Crockett, David S.

1982 "Academic advising delivery systems," Pp. 39-53 in R. Winston, S.C. Ender, T.K. Miller (eds.), New Directions for Student Services Developmental Approaches to Academic Advising. San Francisco: Jossey-Bass.

Crockett, David S. and Randi S. Levitz

1984 "Current advising practices in colleges and universities." Pp. 35-63

Elder, J.

unpublished "1982 survey of sociology graduates." Department of Sociology. University of Wisconsin-Madison.

Forrest, A.

1982 "Increasing student competence and persistence, the best case for general education." Iowa City, Iowa: American College Testing Program National Center for the Advancement of Educational Practices.

Gordon, Virginia N.

1984 "Educational Planning: Helping students make decisions." Pp. 123-146 in R.B. Winston, Jr., T.K. Miller, S.C. Ender, T.J. Grites and associates (eds.), Developmental Academic Advising. San Francisco: Jossey-Bass.

Green, C.S., H.G. Neider and R.B. Salem

1980 "Careers and the undergraduate curriculum: An integrated program." American Sociologist 15: 30-39.

Greenwood, J.D.

1984 "Academic advising and institutional goals: A president's perspective." Pp. 64-88 in R.B. Winston, Jr., T.K. Miller, S.C.

Ender, T.J. Grites and associates (eds.), Developmental Academic Advising. San Francisco: Jossey-Bass.

Grites, T.J.

1979 "Academic advising: Getting us through the eighties." AAHE-ERIC Higher Education Research Report No. 7. Washington, D.C.: American Association of Higher Education.

Habley, W.R.

1984 "Integrating Academic Advising and Career Planning." Pp. 147-172 in R.B. Winston, Jr., T.K. Miller, S.C. Ender, T.J. Grites and associates (eds.), Developmental Academic Advising. San Francisco: Jossey-Bass.

Howery, Carla B.

1983 "Undergraduate education." Pp. 322-47 in H. Freeman, R.R. Dynes, P.H. Rossi and W.F. Whyte (eds.), Applied Sociology. San Francisco: Jossey-Bass.

Hynson, Larry M.

1979 "Legitimation and student interest in applied sociology." Sociological Practice 3: 61-72.

Kanfer, E.H.

1979 "Personal control, social control, and altruism: Can society survive the age of individualism." American Psychologist 34:231-239.

Kramer, H.C.

1984 "Advising for the adviser." NACADA Journal (October): 41-49.

Lees, Mary W. and Judy M. Winkelpleck

unpub- "Career planning in undergraduate advising: An illustration from
lished sociology."

Lees, Mary W.

1977 "Applied career exploration for sociology undergraduates." Paper presented at the Midwest Sociological Society Meeting, Minneapolis, Minnesota.

Lewis, W.S.

1972 "Self-advisement techniques used in conjunction with group and individual academic advisement." Dissertation Abstracts International 32: 4956A-4957A.

McKeachie, W.J.

1982 "The rewards of teaching." J.L. Bass (ed.), New Directions for Teaching and Learning: Motivating Professors to Teach Effectively. San Francisco: Jossey-Bass.

McMillian, Martha J. and Kathleen McKinney

1985 "Reorganizing sociology undergraduate curricula: A case study and discussion of issues." Teaching Sociology 12: 425-448.

Meeth, L.R.

unpub- "Evaluation of traditional faculty academic advising program."
lished

National Center for Educational Statistics.

1969 "Opening fall enrollment." Washington, D.C.: U.S. Government Printing Office, 1969.

National Center for Educational Statistics.

1979 "Opening fall enrollment." Washington, D.C.: U.S. Government Printing Office, 1979.

Newsweek on Campus

1982 "To market, to market." (September): 6-8, 11-12, 14-20.

Noel, Lee

1983 "Increasing student learning and retention: the best case for academic advising." Keynote Speech, NACADA Seventh Annual Conference, October 23-26, St. Louis, MO.

Olson, Carol M.

1981 "Professional academic advising and career planning: An integrated approach." Journal of College Student Personnel (November): 483-87.

Pantages, T.L., and C.E. Creeden

1978 "Studies of college attrition: 1950-1975." Review of Educational Records 48: 49-101.

Polson, C.J.

1981 "Evaluation of academic advising: The impact of advising skills upon the effectiveness of the departmental academic advising center." NACADA Journal (September): 47-55.

Saunders, S.A. and L. Ervin

1984 "Meeting the special advising needs of students." Pp. 250-286 in R.B. Winston, Jr., T.K. Miller, S.C. Ender, T.J. Grites and associates (eds.), Developmental Academic Advising. San

Francisco: Jossey-Bass.

Spencer, R.W., E.D. Peterson, and G.L. Kramer

1982 "Models of academic advising: Utilizing college advising centers to facilitate and revitalize academic advising." NACADA Journal (March): 13-23.

Trombley, Toni

1979 "Counseling skills for non-counselors positive counselor attributes." Handout at NACADA Third Annual Conference, October 14-17, Omaha, NE.

Watkins, B.T.

1983 "Students like classes, dislike campus services." Chronicle of Higher Education (July): 3 and "Corrections," (August) 3.

APPENDIX

PRE-ENROLLMENT SIGN UP SHEET

Monday	Tuesday	Wednesday	Thursday	Friday

STUDENT:____________________ DEGREE PLAN:____________________

GENERAL REQUIREMENTS - - NEEDS:

English;

History & Government:

Natural Sciences:

Math (1314 or above):

Social Sciences:

Humanities:

International Dimension:

Foreign Language (if BA):

Non-Western Study (if BA):

Communication Systems (if on 1984 Plan):

DEPARTMENTAL REQUIREMENTS - - NEEDS:

FIELD OF CONCENTRATION - - NEEDS:

Hrs. completed: __________

Hrs. currently enrolled __________

TOTAL __________

Required hrs. needed __________

Electives needed __________

SOC hrs. had __________

SOC hrs. needed __________

TOTAL __________

RECORD OF STUDENT CONFERENCES
Sociology Department

Student's Name: ____

ID#: ______________________ Major: ______________________

____

____

Date	Initial	Matters discussed, comments and recommendations

OKLAHOMA STATE UNIVERSITY

MEMORANDUM

DATE March 19, 1985

TO

FROM Martha McMillian, Academic Counselor

SUBJECT Mid-Term Grades

Upon receiving your Spring 1985 mid-term grades, I see that you are having difficulty in the following class:

I suggest that you contact your instructor as soon as possible concerning how you might improve your grade. Please note the enclosed list of telephone numbers you might call to ask for help in tutoring. I also suggest that you contact the Career Information/Learning Resources Center at 624-6700 for information concerning their study skills programs and the University Counseling Center at 624-5472. Please utilize these services as soon as possible so that you can raise your final grade point average this semester and avoid being placed on academic probation or suspended.

Although I do not advocate dropping classes, the deadline for doing so with no record on your transcript and with my approval is 5:00 p.m., March 29. The last day to drop a class with an "F" or "W" (withdraw passing) which requires both the instructor's and my signatures, is April 26.

Good luck and work hard for the remainder of the semester. I'll see you soon for pre-enrollment, so make sure you drop by my office for your copy of the Spring Newsletter if you haven't received yours yet.

gpd
enclosures

Oklahoma State University

DEPARTMENT OF SOCIOLOGY

STILLWATER, OKLAHOMA, 74078
006 Classroom Building
(405) 624-6105, 6104

February 2, 1983

Dear Sociology Major:

Congratulations on your recent Fall, 1982, semester grade point average. On behalf of the Sociology Department, we wish to encourage you to consider membership in the Sociology Club and/or Alpha Kappa Delta, honorary sociology fraternity. To join AKD, a 3.0 grade point average in twelve hours of sociology is required. If interested, contact sponsor, Dr. Dick Dodder at 624-6111, or president, Kim Randall, at 372-4946 after 6:00 p.m.

If your remaining coursework and grade point average permits, we also encourage you to consider the departmental honors program. An outline of Departmental Honors Requirements is enclosed for your information.

Another opportunity available is the Scholar-Leadership Enrichment Program (SLEP). Administered at the University of Oklahoma at Norman, this statewide academic program is designed to develop scholarship and leadership abilities of outstanding students selected from all 21 four-year colleges and universities in Oklahoma. Brochures can be obtained in the adviser's office, 006 CLB, and Dr. Don Brown is available to visit with you for further details.

Involvement in AKD, Sociology Club, and these various scholar and honors programs could also prove academically and intellectually stimulating and enjoyable. Such participation could be quite helpful in applying for scholarships, graduate schools, and/or future places of employment.

Again, we congratulate you on your scholastic achievements this past semester.

Sincerely,

Edgley

Charles Edgley, Ph.D.
Professor and Head

Martha McMillian

Martha McMillian
Academic Counselor

jr

Oklahoma State University

DEPARTMENT OF SOCIOLOGY

STILLWATER, OKLAHOMA 74078
006 Classroom Building
(405) 624-6105, 6104

January 6, 1984

Dear

As you probably realize by now, your grade point average for the Fall 1983 Semester was below a 2.0, which means you automatically are on academic probation. According to University Academic Regulations (see page 35, 1983-84 *Oklahoma State Catalog*), if you should again make below a 2.0 for the Spring 1984 Semester *and* (a) your cumulative for the last two semesters is below a 1.4, *or* (b) your overall cumulative falls below a _______, you will be suspended from OSU for one year.

All sociology students who make below a 2.0 for any one semester must sign a contract with the department outlining the conditions of probation. Therefore, please make arrangements to stop by my office *early* in the semester in case adjustments in your current schedule need to be made. Please call in advance (405-624-6114) to insure that I will be available. Also you must realize that these contracts and other precautions are simply to aid you in your progress, and are in no way meant to discourage you. We hope to assist you with appropriate course loads, refer you to tutors if necessary, and offer other assistance to make sure academic problems are caught early in the semester.

Sincerely,

Martha McMillian, Ed.D.
Academic Counselor

gpd

SOCIOLOGY DEPARTMENT

Student Name ____________________________

I understand that my academic record does not indicate satisfactory progress toward my degree and, as a result, I have been placed on academic probation for the _______ semester, 19 _____. The conditions of this probation are:

(1) I will visit with my adviser at least twice during the semester.

(2) I understand that there are two possible sets of conditions which can lead to my suspension. If I meet either of the following, I will be suspended for one year:

(A) If I make below a 2.0 for all credit hours in which I am enrolled this semester and my cumulative grade point average for the last two semesters is less than 1.40,

or

(B) If I make below a 2.0 for all credit hours in which I am enrolled this semester and my cumulative grade point average for the last two semesters is less than a 2.0, and my cumulative grade point average for all hours attempted is below a ____________________.

(3) I will complete a minimum of 12 of the credit hours listed below:

____

____

(4) I will not be able to withdraw from or change my enrollment in any of the above listed courses without the written approval of my adviser. Failure to gain this approval constitutes a violation of the terms of probation.

(5) I have been strongly recommended not to drop the following courses:

____

____

I will immediately notify the adviser of the Sociology Department of any change in my campus or permanent address.

If I do not meet the terms of probation, I understand that I will not be permitted to re-enroll in the Sociology Department for at least one (1) year.

____
Signature of Student

____
Date

________ Probation folder-Adviser's Office
________ Student folder
________ Student

RESOURCES FOR CAREER ADVISEMENT

BOLLES, R.N. (1980) What Color Is Your Parachute? A Practical Manual for Job Hunters and Career Changers. Berkeley, CA: Ten Speed Press.

BROWN, W.R. (1984) "Identification of specific non-research competencies to prepare sociology majors for non-academic careers." Non-published executive report sponsored by Wadsworth Publishing Company, Belmont, CA.

Careers in Sociology (1984). Washington, D.C.: America Sociological Association.

CLARK, E.J. and J.M. FRITZ [eds.] (1984) Clinical Sociology Courses: Syllabi Exercises and Annotated Bibliography. Washington, D.C.: American Sociological Association.

CURRAN, J. and C. TELESKY (1980) Up the Job Market: Controlling the Ascent. Washington, D.C.: ASA Teaching Resource Center.

DEMARTINI, J.R. (1984) "Applied sociology as knowledge utilization: A meeting ground for theory and practice." Unpublished paper presented at 79th Annual Meeting of the American Sociological Association, San Antonio, Texas. August 27-31.

ERDLEN, J.D. and D.H. SWEET (1979). Job Hunting for the College Graduate. Lexington, Massachusetts: D.C. Heath and Company.

FIGLER, H. (1975) Path: A Career Workbook for Liberal Arts Students. Cranston, R.I.: Carrol Press.

FREEMAN, E.F., R.R. Dynes, P.H. ROSSI, W.F. WHYTE, [eds.] (1983). Applied Sociology. San Francisco: Jossey-Bass.

HOWERY, C. (1984) Teaching Applied Sociology: A Resource Book, Washington, D.C.: ASA Teaching Resources Center.

HUBER, B.J. (1984) Career Possibilities for Sociology Graduates. Washington, D.C.: ASA

HUBER, B.J. (1982) Embarking upon a Career with an Undergraduate Sociology Major. Washington, D.C.: American Sociological Association.

HUBER, B.J. (1985) Employment Patterns in Sociology: Recent Trends and Future Prospects. Washington, D.C.: ASA

IRISH, R.K. (1978) Go Hire Yourself an Employer. Garden City, N.Y.: Anchor Press/Doubleday.

MCMILLIAN, M. (1985) Unpublished Book of Readings for SOC 3952 Orientation to Internship, Oklahoma State University.

MCMILLIAN, M. and K. MCKINNEY (1985) "Reorganizing sociology undergraduate curricula: A case study and discussion of issues." Teaching Sociology (July).

SCHEELE, A. (1983) Making College Pay Off. New York: Ballentine Books.

STRAUS, R.A. (1985). Using sociology. Bayside, N.Y. General Hall, Inc.

Undergraduate Manual, (1984) Department of Sociology. Oklahoma State University. Unpublished Manual.

UNIVERSITY PLACEMENT OFFICE (1983) Unpublished information on resumes and cover letters, Stillwater: Oklahoma State University.

WALLACE, W., C.F. WAGNER, P. PENECOST and P. HOUSTON (1982) For Your Action:; A Practical Job Search Guide for the Liberal Arts Majors. Bloomington: Indiana University.

OKLAHOMA STATE UNIVERSITY

MEMORANDUM

DATE January 28, 1985

TO All SOC Major Athletes

FROM Martha McMillian, Academic Counselor mm

SUBJECT Guthrie Mini-Health Conference Friday, March 29

I recently received a call from Karen Waldron, R.N. for the County Health Department, asking for assistance in administering a conference planned for Guthrie Jr. High School students on Friday, March 29 from 9:00 a.m. to 3:00 p.m. The title of this conference is "Wheeling and Dealing: Learning to Deal with Problems in Today's World" and the workshops will involve topics such as drugs and alcohol, adolescent sexuality, child abuse/sexual abuse, dating, teenage pregnancies, and many other topics relevant to those we study in our sociology classes. Since such a conference has never been held in Guthrie before, Ms. Waldron is concerned about the need to monitor and control the students' behavior when discussing such sensitive issues for the first time. She felt that if some OSU sociology students were present to assist in guiding students and in discussing and asking questions during the workshops, then perhaps the students would be more likely to participate and take the conference seriously.

I appeal to you sociology majors first for this type of assistance for several reasons: (1) You are all OSU athletes who command an instant amount of respect simply by means of your name and positions; (2) Many of you have had course work relative to the issues which will be discussed, i.e., Social Problems, Human Sexuality, Juvenile Delinquency, Criminology, The American Family, etc.; (3) If jr. high school students saw you (whom they hold a great deal of respect and esteem for) as being interested and participating in discussions of this nature, then it is hoped that they would also respect and value the information given at the workshop.

If you are interested in assisting with this conference, please call me at 624-6114 as soon as possible so that I might make further arrangements and notify all your class instructors in advance concerning your absence on March 29. Transportation can be provided and time schedules can be arranged so that you will be back in Stillwater for spring practice or games if necessary. I have discussed this idea with your athletic counselor, Earl White, and he is definitely willing to help in working out the details. An orientation session with Ms. Waldron has been tentatively scheduled for you on Friday, February 22, at 9:30 a.m. in the Sociology Conference Room, 005 CLB. Additional information will be provided at this meeting.

Again, I view this as an exciting possibility for you to not only share some of your knowledge and insights gained in your sociology classes, but also to serve as leaders and examples to the jr. high school youth in Guthrie, Oklahoma.

SOCIOLOGY DEPARTMENT HONORS REQUIREMENTS

Spring, 1985

GPA Overall: 3.5
In Major: 3.5

12 Hours Upper Division Honors Credit Including:

6 Hours Upper Division Sociology. Both methods courses are required; one may be done by honors.

3 Hours in the field of concentration which may be Sociology, a related field, or a college general education honors seminar.

3 Hours Creative Component (or Senior Thesis). One specific thesis adviser will be selected in consultation with the honors committee.

For further information, see Dr. Larry Perkins, Undergraduate Committee Chairman and Dr. Paul Bischoff, A & S Honors Coordinator. Students who desire to pursue either College or Departmental Honors, must sign in with Dr. Bischoff in 502 Math Sciences. Brochures on General Education Honors, Bachelor's Degrees Honors, as well as Departmental Honors are available in that office.

FUNCTIONS OF AN ACADEMIC ADVISOR AS PERCEIVED BY ADVISEES

1. Encourages me to talk about my concerns
2. Keeps track of my academic progress
3. Helps me find answers to my questions
4. Gives me information about University and community resources
5. Helps me clarify my thinking about careers or occupations
6. Helps me identify my educational interests and goals
7. Responds to my requests for advising meetings
8. Helps me plan my course of study
9. Helps me understand the components and requirements of my program
10. Helps me deal more effectively with my personal problems
11. Helps me improve my decision-making skills
12. Helps me choose a major
13. Extends friendship beyond academic advice
14. Helps me understand the registration process
15. Makes me aware of relevant University publications and information
16. Helps me define my educational goals
17. Refers me to the appropriate offices to obtain remedial services
18. Helps me relate my academic options to specific careers
19. Helps me build my self confidence
20. Explains University and college requirements
21. Helps me develop a major area course of study
22. Makes me aware of non-traditional academic options
23. Suggests ways to improve my basic study habits
24. Provides me with explanations of University policies and procedures
25. Helps me identify my academic areas of interest
26. Helps me clarify my values, interests and goals

Prepared By: Toni B. Trombley
Director. Academic

Fact Sheet

Sociology

Oklahoma State University
College of Arts and Sciences

Career Outlook

If you are interested in studying why people behave as they do and/or in pursuing a "people-oriented" career, then you might wish to explore one of the many career paths and options in sociology. Sociology emphasizes understanding how people relate to one another in organized groups. It involves the study of institutions, such as the family, church, school, government and work, as well as social problems, including delinquency, drug and alcohol abuse, poverty and discrimination, and sexual deviance. The intent of the Department of Sociology at OSU is to help you to develop an understanding of the discipline of sociology and to apply sociological theories and research to the real world and to your life.

There are at least four reasons for selecting an undergraduate major in sociology: (1) its value in helping you acquire a general liberal arts education with emphasis on improving the quality of life for yourself and for others; (2) its value in preparing you for specific helping professions in social work, corrections and other human services; (3) the background it provides if you wish to become a professional social scientist; and (4) its value in helping you prepare for professional training in other fields such as law, medicine, research and teaching. Students may select a general sociology plan, a designated career path relative to the sociology of law, medicine, organizations, research, demography, or women and minorities, or an option in anthropology, corrections, pre-social work, social gerontology (the study of aging), juvenile treatment or child services. Secondary school teacher licensure in social studies is also possible.

Numerous career alternatives exist for graduates with sociology backgrounds. For those choosing one of the social service options, social work and corrections positions are available in many state, local and federal agencies. Private agencies such as adoption and child service agencies, recreation camps, nursing and retirement facilities, hospitals, churches, and youth shelters provide other job alternatives. If you choose one of the career paths or the general plan, and couple it with appropriate outside courses, your goal could be a career in research, urban planning, sales and marketing, banking, management, legal aid, church work, patient advocacy, public health, or public school education. If you complete the anthropology option, research and museum positions, as well as positions working with persons of Native American and other ethnic heritages, are possibilities. While the job market for these positions varies, employers always need sensitive and intelligent individuals who understand people, society, and a variety of other cultures.

If you pursue a Ph.D. in Sociology, you would be qualified to teach and conduct research at the university level. Sociology is also an excellent foundation for professional degrees in law, medicine, theology, corrections, medical and clinical social work, and hospital and business administration.

Educational Preparation

Educational preparation for a career in sociology at OSU begins with a broad high school education designed to meet OSU entrance requirements. Additional high school social science courses are beneficial for those planning to pursue a sociology major. Once admitted to OSU, you should consult the sociology adviser during your freshman year to design a plan of study to meet your educational and career goals.

Internships

In order to familiarize and prepare you for the type of employment you might seek after completion of degree requirements, the Department of Sociology offers a comprehensive internship program. You may be actively involved in a field placement and accumulate up to four hours course credit for your experience. In some cases, you may even earn a salary or make contacts for a future job. This program also provides a valuable service to both public and private employers throughout the state by offering qualified interns for both summer and year-round openings.

Courses Offered at OSU

SOC	1113	Introductory Sociology
SOC	1123	Social Issues & Human Values
SOC	2123	Social Problems
SOC	2223	Rural Sociology
SOC	2993	Sociology of Racism
SOC	3113	Theoretical Thinking in Sociology
SOC	3223	Social Psychology
SOC	3323	Collec. Behav. & Social Movements
SOC	3423	Urban Sociology
SOC	3523	Juvenile Delinquency
SOC	3633	Regional Analysis and Planning
SOC	3713	Religion, Culture and Society
SOC	3723	Sociology of the American Family
SOC	3823	Sociology of Death and Dying
SOC	3883	The Field of Social Work
SOC	3923	The Field of Corrections
SOC	3952	Orientation to Internship
SOC	3993	Sociology of Aging
SOC	4013	Qual. & Applied Research Methods
SOC	4023	Juv. Corr. & Treatment Strategies
SOC	4113	Advanced Sociological Principles
SOC	4133	Quant. Methods in Social Research
SOC	4223	Sociology of Mental Health
SOC	4333	Criminology
SOC	4343	Medical Sociology
SOC	4383	Social Stratification
SOC	4423	Commun. Org. & Development
SOC	4433	Social Ecology & Life Processes
SOC	4533	World Population Problems
SOC	4593	Comparative Family Systems

BEST COPY AVAILABLE

SOCIOLOGY

NEWSLETTER

Vol IV, No. 3
Spring 1985

Martha McMillian
Adviser and Editor

It seems like more good things keep happening in the Sociology Department here at OSU. Our number of majors is up to 216, another 10% increase from a year ago. Fifty SOC majors were on the Fall Honor Rolls, and two of the 13 A&S Seniors named to "Who's Who" were chosen from our department. Also, we just received permission from the Dean's Office to restaff at least one new faculty position for next year. These things and many more are touched on in this Spring Newsletter, so make sure you read it all. You may just find an article about you or a friend! Also, please note the important pre-enrollment information at the end. Read on!

OKLAHOMA SOCIOLOGICAL ASSOCIATION MEETING OPEN FOR STUDENTS

The 12th Annual Convention for the Oklahoma Sociological Association has been scheduled for April 4 nd 5 at the Center for Christian Renewal in Oklahoma City, according to Dr. Ed Arquitt, current OSA president. The theme of this year's program is "The Future of Sociology in Oklahoma", and several sessions and speakers have been planned specifically to appeal to undergraduates. Some highlights in the schedule are:

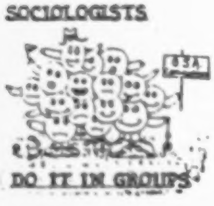
Thursday, April 4

7:00 - 7:50 p.m.	Keynote Address: Dr. Dan S. Hobbs, Oklahoma State Regents for Higher Education
8:00 - 9:30 p.m.	Undergraduate Student Paper Contest Presentations

Friday, April 5

8:45 - 10:30 a.m. Concurrent Session

For OSA Members: "What's Happening in Sociology in Oklahoma"
For Students: Round Table Discussions on Sociological Issues



"Death and Dying"
Dr. Chuck Edgley
Oklahoma State University

"Gender & Psychological Well-Being"
Dr. Carolyn Morgan
University of Oklahoma

"Management & Supervision in Correctional Settings"
Dr. Richard P. Rettig
Central State University

10:45 - 11:45 a.m.	Panel Discussion: "Is There Life After a Bachelors in Sociology?" Coordinated by Dr. Martha McMillian.
1:00 - 2:00 p.m.	Concluding Speaker: "People Still Count". Frosty Troy, Editor, Oklahoma Observer
2:00 p.m.	Presentation of Student Paper Awards

The total cost of the retreat for hotel room and 3 meals is $25.00 (not bad, huh?). Registration blanks are available in the main office.

OSU undergraduates are strongly encouraged to submit papers for competition at this event by March 4. Six finalists will be chosen to make a 15 minute presentation at the meeting Friday night. First place award is $50.00, second place, $25.00, and third place is $10.00. If interested, please see Drs. Arquitt, Hynson or McMillian for further information.

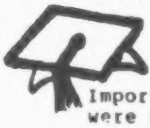
For those of you AKD members who might consider going beyond the state to the international level, you may submit papers by June 14 for the Second Annual AKD Undergraduate Paper Competition. The prizes are much larger, but competition is much stiffer too. See Dr. Dodder or Dr. McKinney, SOC/AKD sponsors, for further information on this contest.

TEACHER EDUCATION INFORMATION

For those of you currently pursuing teaching licensure or even remotely considering it, it is very important that you complete one of the following tracks no later than the end of the summer session in order to fall under the current licensure requirements:

TRACK I	TRACK II
	(If ACT Scores are above 18)
A. Sign a "Declaration of Intent" in 101 Gundersen Hall	A. Sign a "Declaration of Intent" in 101 Gundersen Hall.
B. Take the STEP Test (cost, $2.00) in 109 N. Murray anytime between 8-10 a.m. and 1-3 p.m. Tests take a total of 5 hours, and include the English Proficiency Exam. Students will sign up for the latter in 202 LSE.	B. Take the National Teacher Exam (NTE) on March 30 or in April. Sign up in 109 N. Murray. Cost is $25.00.
C. Complete the Speech Proficiency Exam and the four question interview with Dr. Marks.	C. Complete an interview with Dr. Marks in 101 Gundersen, consisting of four questions relative to your goals in teaching.
D. If you should fail any one part of B or C, deficiencies can be removed by taking a course in that area and making a "C" or above.	

Again, if you do not complete one of these tracks by August , you will fall under the new certification requirements which will add 20 or so additional hours on to the minimum requirements to teach. Students matriculating during the Fall of 1984 will need to complete a minimum of 145 hours to complete both a General Sociology Bachelor's Degree and teacher licensure requirements, or they may chose to complete their Bachelor's in Sociology and meet licensure requirements while pursuing a Masters in Secondary Social Studies. If you have any questions about certification, please go to the Office of Teacher Education, 101 Gundersen Hall, or call X6252.



CONSIDERING GRADUATE SCHOOL IN THE NEAR FUTURE?????

Important NEWS FLASH!!!! Admission requirements into OUR graduate program were modified February 19, 1985, by a vote of the SOC faculty!!! The new criteria are as follows:

> (1) A 3.0 overall grade point average, and (2) 3 positive letters of recommendation. Only if the student does not have the required 3.0 is the G.R.E. necessary. Then the student must make a total of 1000 on the Quantitative and Verbal sections of this standardized test in order to be admitted.

If you're interested in a teaching assistantship in our department, completed applications (along with a transcript) are due March 15. Others applications will be accepted up until the Fall 1985 semester begins.

The following are a few questions you might ask yourself when considering if graduate school is right for you:

- What do I want to do with my life?
- Are my goals realistic?
- Is graduate school necessary for me to accomplish my goals?
- Am I personally ready to tackle graduate school?
- Do I have the necessary ability and interest to be successful in graduate school?
- Why am I planning to attend graduate school? Am I simply choosing it to delay the decision as to what kind of career or job I want?
- Am I choosing graduate school because I feel I have no options?
- Have I investigated what career opportunities are available to me at every educational level?
- Am I willing to invest the time, effort, and expense to undertake a program that requires prolonged concentration in an academic setting?

  (Questions taken from: For Your Action: A Practical Job Search Guide for the Liberal Arts Majors by Wallace, Wagner, Pentecost & Houston.)

Once you've decided that graduate school IS for you, here are some things to consider in selecting a program and/or university:

- The attrition rate of the graduate department
- The depth and diversity of the faculty
- Faculty publications
- Availability of faculty
- Internships and assistantships
- Fellowships and funds and cost of the program
- National rankings of the department
- Ph.D. production
- Assistance in finding a job
- Admissions preferences
- Versatility in the kinds of work you can pursue after graduation
- The specialty areas in the program
- The locale/region where you wish to be

  (from: PATH: A Career Work Book for Liberal Arts Majors by Figler)

Graduate school is a big and important step, so don't make the decision of whether to go and where to go lightly.... There are scores of catalogs and brochures on various graduate programs and professional schools available in the sociology office. Take the time to browse and explore. It'll be time well spent.

OU REPRESENTATIVE VISITS OUR DEPARTMENT

Dr. Sally Caldwell from the OU Dept. of Regional and City Planning will be available in the SOC Conference Room, 005 CLB, Tuesday, April 2, from 10-11:30 and 2:00-3:30 to visit with students interested in urban planning and in graduate work in the area. Dr. Caldwell has a B.S., M.A., and Ph.D. in sociology and is presenting a paper at the Southwest Social Science Convention in Houston entitled "Application of Sociology to Land Use Questions: From Formal Theory to Fame and Fortune". She will also appear on Dr. McMillians' panel at the O.S.A. meeting in April.

AKD/SOC CLUB NEWS

"How do I join SOC Club?" is a question frequently asked in the adviser's office. Actually, there's no criteria for acceptance except for an interest in and enthusiasm for sociology and a desire to be with others who hold this same interest! If you wish to join, just place your name, address, and telephone number, along with a $3.00 membership fee, in an envelope and place it in the SOC/AKD mailbox by the SOC Office. One of the officers will then contact you about the next meeting date.

How about AKD? Alpha Kappa Delta National Sociology Honorary Society entrance requirements are a bit tougher. You must be a junior with a 3.0 overall or above, and have a minimum of 12 hours of SOC completed. There is a $2.00 annual fee for local membership, or a $20.00 lifetime national membership fee which includes a journal subscription.

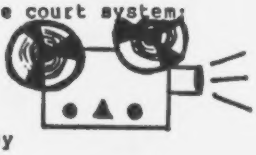
Officers for SOC/AKD this year are:

President - Rob Graham - 372-7774
Vice-President - Howard Feldman - 377-9465
Secretary - Brian Bolin - 372-6664
Treasurer - Dena Fleming - 377-5926

So far, members have had lots of fun activities, for example, the Christmas "Toys for Tots" Project, a Feb. 2 Pizza Party at the Hideaway, and a Feb. 20th Pot Luck Dinner at Dena's house. There will be more activities, so watch for flyers and the O'Colly for publicity.

SPRING FILM SERIES

One of SOC Club's educational projects is the Spring Film Series. Dates and titles of future films and their discussion leaders are:



March 5	Juvenile Court - A look into our juvenile court system; Discussant - Dr. Dodder
March 19	Ordinary People - A film on child abuse and Battered Women - Looking at abused, battered women; Discussant - Dr. McKinney
April 9	One Flew Over the Cuckoo's Nest - Living in a mental institution; Discussant - Dr. Edgley
April 16	Deceived - Jim Jones and the "Peoples Temple"; Discussant - Dr. Webster
April 23	The D.I. - Military Sociology; Discussant - Dr. Bynum

The above will be held at 12:00 noon and 7:00 p.m. in CLB 313. A $1.00 fee is asked of each person who attends to cover the cost of the films.

A&S FESTIVAL SCHEDULED

The College of Arts and Science is sponsoring several special activities March 24 - 26, including a 3:00 p.m. Monday, March 25 showing of the film "Brubaker". Dr. Tom Murton, upon whom the film is based, will introduce the movie and lead a discussion afterwards.

The Annual Arts and Sciences Awards Banquet will be held the following evening at 6:00 p.m. There the Top Ten A&S Seniors, outstanding teacher and adviser, as well as several other awards will be announced. Following the banquet will be the Masterworks Concert presenting Haydn's Lord Nelson Mass. Drs. Dodder and McMillian will participate in the concert.

HONORS AND SCHOLASTIC NEWS

"WHO'S WHO"

Two of the 13 Arts and Sciences seniors named this year to "Who's Who in American Universities and Colleges" are SOC majors Marty Perry and Donya Hicks. Selection was based on academics, and university and community involvement. Both students have a string of honors and activities a mile long, but to mention just a few, Marty is a Lew Wentz Scholar who has received numerous scholarships, including the Leon Stout Outstanding Leadership Scholarship and the Mortar Board Leadership Scholarship. He has served on the A&S Student Council and was emcee for this fall's Freshman Follies. Donya is a Lew Wentz Scholar, POLSC/SOC and honors student, and was named "Outstanding Female Student in the College of Arts and Sciences" for 1984. We're very proud of them both and glad to have them in the SOC Dept.

$ Scholarship $
$ Money $

LEW WENTZ SCHOLARSHIPS

Speaking of Lew Wentz Scholars, we have several other SOC students who have this distinction: Nancy Jeffrey in the International Student Advisement Office; Sharolyn Wallace in the Substance Abuse Program, Office of University Counseling (Sharolyn was also recently named chair of BACCHAUS, a student group whose goal is to "Boost Alcohol Consciousness Concerning Health Among University Students".); and Charles Chitwood and Rob Graham both of whom work in the Sociology Department under Drs. Acuff and McKinney respectively. Deadline for submission of applications for Lew Wentz Scholarships for next year is March 20. To be eligible, students must have completed 30 hours by the Fall 1985 semester and have an overall g.p.a. of 3.5 or above. Applications are available in the main SOC Office or the A&S Office of Student Services, 202 LSE. These scholarships provide a great way to not only earn up to $1500 at $4.25 per hour during the academic year, but also to work under a professor or in an office of your choice. Go for it!!

OTHER SCHOLARS

Rob Graham was among six OSU students selected to receive a $500 scholarship from the OSU Community Education Center. He will travel to Flint, Michigan over spring break to take part in a national community education workshop and will tour the National Community Education Center there.

Two SOC juniors were named by the undergraduate committee to be our nominees for Arts and Sciences Scholarships, Chris Holleyman and Christi McDuffey. Chris transferred here from Azuza, California this fall, and has been accepted to read a paper at the Southwest Social Sciences Annual meeting in Houston, Texas this spring. Chris also has plans to intern in the State Department of Demography. Christi is seriously committed to academic excellence at the public school level, and is pursuing teacher licensure along with her B.S. Degree in Sociology. Both plan to attend graduate school.

Recently tapped for Mortar Board was SOC Major Sharon Brannan. She joins Donya Hicks and Nancy Jeffrey who received this honor last year.

All of you SOC majors on Honor Rolls last semester deserve an applause!! Khalid Chaudry, Rob Graham, Christy McDuffey and Ellen Scarbrough were on the President's list making 4.0's in 12 or more hours (with no Incompletes); and the following students made the Dean's list with 3.25's or above in 12 or more hours (no I's or no grade less than a C): Billy Alexander, Richard Allen, James Warren Almy, Melanie Beu, Jolynne Camp, Charles Chitwood, Wendy Clemens, Derek Cox, John Lee Craig, Jennifer Cremin, Deborah Dodson, Valerie Donaldson, Melanie Harmon, Betty Halstead, Brady Haggard, Rhonda Foster, Krystal Fisher, Chris Holleyman, Reina Holtman, Sharon Jackson, Rebecca Kephart, Jana Kerby, Ramona Kirby, Gayle Koger, Kellie Larsen, Marsha Lasseter, Lesa Laster, Paula Long, Lisa Mace, Beverly Maggard, Tom McElroy, Sandra McNickle, Kimberly Miller, Karri Noble, Kevin Obenhaus, Marty Perry, Vicki Rice, David Robertson, Mary Jane Shelton, Shelley Simon, Jane Ann Taylor, Kevin Veit, Sharolyn Wallace, Sherri Woody, and Kim Wright. (Sorry if I missed anybody. Congrats to you too if I did! M.M....)

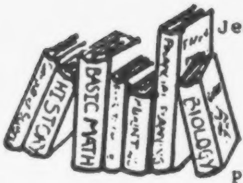
SCHOLASTIC OPPORTUNITIES

Sociology Extension Course

On April 1, 2, 8, 9, 15 and 16, Dr. Hynson will offer a one-hour class under SOC 4990 on "Symbolic Management" using his book, Technology in Japan and America. Among other topics, the class will explore attitudes and expectations of workers in Japan and America and identify recent changes in managerial philosophy and attitudes toward labor. Students may sign up in the A&S Extension Office, LSE 206. Fee will be $37.00 plus the text.

SLEP Seminars

Two exciting SLEP (Student Leadership Enrichment Program) Seminars are coming up March 27-31 on the O.U. Campus which might be of interest to sociology majors. Students with a 3.0 G.P.A. from 4-year colleges and universities in Oklahoma are eligible to attend these seminars. Students receive two credit hours for participating, and room and board on the OU Campus, all for the cost of 2-credit hours.



"The Sense of Self in Women and Men:
Relationships to Major World Issues"
Jean Baker Miller, psychiatrist, psychoanalyst, and
professor of Psychology at Wellesley College.

and

"Controlling Processes"
Laura Nader
Professor of Anthropology, University of California,
Berkeley. Field work in Mexico, U.S., Lebanon,
Morocco on law, social central, energy systems.

For more information on the seminars listed, see OSU SLEP coordinator, Dr. David Pattersen in 209 LSE, X5663. His office hours are T-TH 1:00-3:00.

SOC ATHLETES ASSIST IN MINI-HEATLH CONFERENCE

Eight of our sociology majors/student athletes, along with athletic academic counselor Earl White, will be traveling to Guthrie on March 29 to assist the Payne and Logan County Health Department in its first Mini-Health Conference for junior high students there. The title of the conference is "Wheeling and Dealing: Learning to Deal with Problems in Today's World", and the following students will be greeting the students, signing autographs, and assisting in workshops: Jackie Glosson, Mark Moore, Kathy Schulz, Warren Thompson, Will Timmons, David Tucker, Tony Wilkens, and Windell Yancy. The workshops will involve topics such as drugs and alcohol, adolescent sexuality, child abuse/sexual abuse, dating, teengage pregnancies, and many other topics we study in our sociology classes. This is a rare opportunity for these athletes to serve as role models to junior high youth and to to share information and knowledge gained as SOC majors. Congratulations and thanks go to these SOC athletes.

CLASS ROOM ACTIVITIES

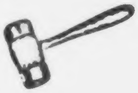
INTERNSHIP NEWS

Forty-one students are currently enrolled in this semester's "Orientation to Internsip Course" who are either currently interning this spring or preparing to intern this summer. Dr. McMillian compiled a book of readings for this course to help in achieving the "Theory-to-Practice" emphasis, and topics range from job search techniques, resume writing, and current job market predictions, to "heavy stuff" on applied sociology and liberal arts learning. Also included is specific information on various internship placements.

Speakers from the Social Security ACCESS program, City of Stillwater, Court Related and Community Services, Kay County Youth Services, Tulsa Juvenile Bureau, Tulsa Municipal Court, Enid Community Treatment Center, Oklahoma Office of Personnel Management, Payne County Health Department, Margaret Hudson Program for School-Age Parents, Stillwater Teen Center, and Department of Human Services have already visited the class and discussed possible placements in their agencies. Various faculty members including Drs. Acuff, Dodder, and McKinney and grad. student Lynn Atkinson, MSW, have been on hand to help students see connections between their coursework, and internships and careers in these various fields. In addition, Dr. Mike Stano, Speech Communications Professor and current candidate for City Mayor, spoke to the class on interviewing. Any students or faculty who are interested in hearing any of the future speakers or in contributing to the class, are invited to attend Thursdays 2:30-4:10 in CLB 101.

Current Interns

Below are a few of our current SOC interns and their placements in Stillwater:



Brian Bolin - Bi State Mental Health Clinic; Sandy McNickle - Payne County Department of Human Services; Wendy Newell - Payne County Health Department (Wendy is presenting workshops on teen sexuality throughout Payne and Logan counties.); Marty Perry - Special District Court Judge Charles Headrick's Office; Julie Smith - Y.M.C.A.; Marilyn Andersen - Payne County District Court Judge Wall's Office; and Alva Clingenpeel - Big Brothers/Big Sisters.

Outside Stillwater are the following: Alice Sheeder - Tonkawa Tribal Housing Authority, and Russell Busby - Noble County Sheriff's Office in Perry. In Tulsa are Don Pittman - Shadow Mountain Inn Mental Health Clinic; Cynthia Descher - Citizen's Complaint Center; and Diane Swift, Department of Human Services, Protective Shelter.

ACCESS Program

For those of you who like to plan ahead, one internship opportunity you might be considering is the Federal ACCESS Cooperative Education Program. This program prepares students for professional careers in Social Security by integrating periods of academic study and actual work experience in a social security office in Oklahoma. A recent change in the program allows the student the option to alternate full-time school and work periods, or, after the initial fulltime work period, to work parttime while attending classes fulltime. Salaries during the internship period are in accordance with federal schedules, approximately $12,400 to $13,990. Upon graduation, a student is considered for fulltime employment in Social Security, with a beginning salary of $17,200. For more information about this program or other possible internship placements, see Dr. McMillian or Dr. Hynson.

Roger Creasy Informally Visits Campus March 21

Anyone interested in or having questions about careers, internships, or volunteer work in human services is invited to visit with SOC graduate Roger Creasy between 10:00 a.m. and 2:30 in room 021 of the Classroom Building. Roger is currently with Court Related and Community Services in Oklahoma City, and has been associated with the Department of Human Services throughout the state for over 10 years. He will be happy to help you make connections for internships or volunteer work in the Department of Human Services (CRCS or Child Welfare) anywhere in the state, including his own office in Oklahoma City. To take advantage of his on-campus visit, just call the sociology office in advance for an appointment or simply drop by between 10:00 to 12:00, or 1:00 to 2:30.

EMPLOYMENT

Research on Careers in Sociology

Dr. McMillian has the latest ASA research available on what sociology majors with Bachelors, Masters, and Ph.D. Degrees do after graduation. This interesting brochure by Bettina Huber is published by ASA and can be purchased from Gene Darrah for 15 cents in the main office.

OTHER CLASSROOM NEWS

SOC 4133

Speaking of studies, Dr. McKinney's Research Methods course is organizing a follow-up study for our department on what graduates for the last five years are currently doing. These OSU SOC graduates will also be polled for their input concerning curriculum, advisement, and various other topics of concern to the faculty and adviser. Every five years a similar study has been done in our department, with Dr. Arquitt completing his study in 1974 and Dr. Olson in 1979.

In addition to this research project, Dr. McKinney's students are also helping to prepare a survey for the Stillwater Civic Center Committee to be used in gauging citizen attitudes towards a proposed local civic center. The completed survey is scheduled to go out in the next few weeks to shed light on how the community feels about a city-wide civic center.

SOC 5563, 3523 and 4333

Dr. Sandhu's "Community Treatment of Offenders" class will have as its guest on March 20, Ms. Joy Hadwiger, Deputy Director, Community Corrections. Joy is a MS in Corrections graduate (1975), and all interested students are invited to attend the Wednesday night class, 6:30-9:10, CLB 120. On February 20, Dr. Sandhu's Juvenile Delinquency Class visited the Central Oklahoma Juvenile Center in Tecumseh as part of their classwork experience, and his criminology class will visit Conner Correctional Center in Hominy on March 6.

CURRENT STUDENT NEWS

Alice Sheeder received her associates degree Summa Cum Laude from Northern Oklahoma Junior College last year and was the first native American selected to be "Student of the Week". She also was elected Chairperson of both the Title IV and John Omally Education Committees for the Tonkawa Tribe. Alice is now pursuing a Bachelor's Degree in General Sociology.

SOC juniors Jackie Glosson and Kathy Schulz are both rackin' up points for the OSU Women's Basketball Team this season. Jackie and Kathy have both gone over the 2000 point mark for their collegiate careers, and in February, Jackie was honored as the Big Eight Women's Basketball Player of the Week. She is the first Cowgirl player ever to receive this conference honor. Both Jackie and Kathy are transfer students from Moberly College.

Kevin Kratky, Med. Soc Senior, is currently The SUAB Films Committee Coordinator and an Army ROTC Public Affairs Officer. Kevin plans to go into active duty when he graduates in May, after which he will attend law or professional school.

Jana Kerby, Juvenile Treatment Option, plans to work with the BSU Baptist Mission Program in Walldorf, West Germany this summer. She will serve as a youth director for 7th to 12th grade youth in the Rhein Valley Baptist Church there.

Sue Welliver, PSW grad in May, was hired last November as executive director of the Parents Assistance Center located at 402 S. Lewis. Sue has two paid graduate sociology interns, Barbara Murray and Steve Smith, who lead small group sessions for the center's clients. Also working at the center is Howard Feldman, SOC/AKD vice-president, and Krystal Fisher.

Pam Barnett, Juvenile Treatment/Corrections Senior, went through mediation training at Jess Dunn Correctional Center in Taft, OK, this summer and fall as part of her internship with the Payne County Probation and Parole Office. She also did home visitations, supervised pre-sentencing investigations, and worked with the "Alternatives to Street Crime" program.

Although she has completed her official internship, Shelley Simon is continuing to work even longer hours this spring at Big Brothers/Big Sister's.

There is a remarkable young lady working with Shelly at Big Brothers/ Big Sisters, 73-year old Senior Citizen Senior in SOC, Alva Clingenpeel. Alva is so remarkable that the Tulsa Tribune ran a feature story about her educational goals in 1981. Then a religion major, she has since switched to sociology, and after graduating, plans to write a book and pursue a Ph.D.

Brian Johnson, former photographer for the Stillwater Digest, is currently doing research on visual sociology, and plans to assist Dr. Perkins in his study of rural Oklahoma this summer by photographing three country stores in the state.

Zara Fulton, upon graduating in May 1985 with a SOC Degree (Social Aspects of Law Career Path) and a minor in English, will be joining the U.S. Marine Corps as an officer. Her first assignment will be in Quantico, VA. outside of Washington, D.C. Other future plans involve law school after 3 years of service.

Kathy Nowlin, transfer from Eastern Oklahoma College, is working as a dispatcher for the OSU Police Department while completing our Juvenile Treatment Option here at OSU.

LaDonna Winchell, BS Anthropology student, is the first woman ever to be hired as an operator at the OSU Water Treatment Plant (and is doing a super job too!).

Lori Hlavka is working as a counseling advocate volunteer for Stillwater Domestic Violence.

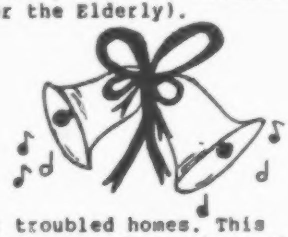
Past AKD/SOC Club President Kevin Obenhaus is finishing up his last six hours at Altus Jr. College, and has accepted a Social Worker I position in the Jackson County Department of Human Services. This offer is a direct result of his internship there last summer.

Junior Jennifer Cremin was recently chosen to be a Parthenon Player, a Greek Week dance team which will perform during the Annual Spring Greek Awards Ceremony.

Wendy Clemens and Quen Thurman, graduating seniors, are both teaching classes at the Sunshine Tree, a local day care center.

SOC student Jennie Harris is working in a Tulsa Modeling agency, Vue Point, and is commuting back and forth from Tulsa to attend classes.

Linda Vasquez is completing her last three hours this semester as an undergraduate, and has been accepted for the Health, Physical Education, and Recreation Masters Program on campus. In addition, she does volunteer work at the L.I.F.E. Center (Living Improvement for the Elderly).



Engagement announcements, weddings and births are all a part of SOC News. Recently married Feb. 16 were Rob Graham to OSU Ed.D. candidate Barbara Lyon, and Louise Dobkins to Daniel Leithner last November. Engaged are Marsha Lassiter to Mike Hale who will marry and move to Virginia. Marsha plans to someday go to seminary to complete an MSW with Theological Emphasis, and to work with children from broken or troubled homes. This decision was a direct result of her internship last Summer where she worked in an inner city mission in Columbus, Georgia. Also engaged are Kim Carpenter SOC Sophomore, to Chris Kelly, summer 1984 SOC grad who is now attending OCU Law school and working at Ames, Daughtey, et. al. Oklahoma City. March 9 is the wedding date set for SOC major Dave Robertson to Susan Baker.

Diane England, who taught our social work course last fall, and Bob

England, POLSC assistant professor, are the parents of a new baby boy. Born February 20, Eric Reid weighed 7 lbs., 12 ozs. and has bright red hair! Congratulations Diane!

Congratulations are also in order for grad student Lawton Tyson on the birth of his son, Lawton William Lamb Tyson, born December 13, and to undergraduate Chuck Tiemann on the birth of his daughter Kimberly Ann on January 28. Born one day earlier was Alexis Reagan Trammel, daughter of SOC major Dina Trammel and John Trammel. Soon to be parents again are two of our graduate T.A.'s Minu Mathur and Steve Coates. Also to be a grandmother for the second time is Jan Fitzgerald, supervising secretary in the main office.

Toi Geil, Juvenile Treatment Junior, is taking time for some real live experience working with juvenile offenders. She accepted a position with Vision Quest Inc., an outdoor rehabilitation wilderness camp near Alfredo, Arizona. Her job title is "cottage" mother, but in fact, housing accommodations are really tents!

FORMER SOC STUDENT NEWS

Rev. Terry Martindale, new associate minister at the First United Methodist Church in Stillwater, graduated with a degree in Sociology from OSU in 1972 before attending seminary.

Tom McElroy, Methodist minister in Fairfax, will follow in his footsteps as he currently works on his undergraduate degree in SOC now.

Theresa Myers, Jan 1984 Pre-Social Work graduate, is pursuing a Masters in Public Administration here at OSU, and is currently teaching POLSC 1013.

Bill Horstman, summer 1983 graduate, is pursuing a Masters in Educational Administration and Higher Ed. at OSU, Student Services Administration program.

Bruce Piel, MS Corrections and former Assistant Director of the American Legion Children's Home in Ponca City, has accepted a new position as a Probation and Parole Officer in the Department of Corrections.

Wendy Wildman Lott, 1983 Gerontology graduate and current Activities Director at the Westhaven Nursing Home in Stillwater, was nominated as Westhaven's "Employee of the Year". The winner will be chosen soon by a vote of the workers.

Lori Hackett Long May 1982 SOC/POLSC graduate, is managing Greenbrier Village in Enid which consists of apartments for the elderly, a retirement village, and a nursing home. She is also currently Vice-President of the State Association of Nursing Homes and is on Enid's Agency Task Force. She would welcome any SOC gerontology graduates or interns to work with her in Enid!

Rob McFerron has two claims to fame. He is Henry Bellmon's son-in-law and is a SOC graduate from OSU. (This was discovered while Mr. Bellman was visiting our campus last Fall and speaking to various classes.) Rob is now a personnel manager for a company in Tulsa.

Tina Luster, 1984 graduate, has been accepted into Central State University's Counseling Psychology Masters Program. She has been commuting to Edmond as she works as an intake counselor on weekends for Stillwater Domestic Violence.

Don Dickerson, Dec 1984 graduate, and Richard Brown who will graduate in May, are both serving as police officers in the Ponca City Police Department.

Dana Spears, Dec. 1984 graduate, is now employed in the Agriculture Conservation State Office in Mangum.

OSU May 1982 SOC/Corrections graduate, Daria Butler, made the front page of the Stillwater News Press on January 15, 1985. Daria is one of four men now with the Oklahoma City detachment of the Highway Patrol who played football for OSU. Daria played pro-football for a short while, then returned to Stillwater to work as a jailer in Payne County, to coach football, and to earn his bachelors in SOC/Corrections.

Marla Coble May 1984 Juvenile Treatment graduate, is now a probation and parole officer in Bartlesville.

Beth Green, 1983 SOC Teacher Ed. graduate, worked as a court clerk in Oklahoma City and recently married California attorney, Cecil Morris. They returned from a two-month wedding trip to the Middle East, and are now living in California where Beth plans to complete her Masters in Psychological Testing at Berkely.

Marty Joplin, who has recently completed requirements for our Pre-Social Work option, is married and living in Riverside, California. He plans to begin his Masters in Divinity there.

Mark Zannotti, Spring 1983 graduate, is working on his Masters in Public Administration at Central State. His brother Glenn, is currently a SOC/Pre-med major.

Lisa Reese, Spring 1984 graduate, plans to begin her MSW at UCAT in Tulsa next fall.

Audrey Padoor, Dec. 1981 Pre-Social work graduate, finished her Masters in Social Work at OU last June.

Brenda Strahan, Summer 1984 Pre-Social Work graduate, and 1983-84 "Sociology Scholar" is a Social Worker I in Osage County working predominantly in the area of Aid to Families of Dependent Children.

Toni Bevins, spring 1984 PSW graduate, is also working for the Department of Human Services in Pawnee County.

Ellen Williams, "Outstanding OSU Undergraduate Sociology Major" for 1982-1983, is working for Kay County Youth Services in Ponca City. She recently married the 1982-83 "Outstanding OSU SOC Graduate Student" Gary Sumner, who also works for Kay County Youth Services. Humm.....Now that's an interesting couple!

Speaking of Kay County Youth Services, Mark Whitt, 1976 MS Corrections Graduate, is the executive director there, and was recently elected President of the Oklahoma Association of Youth Services. He consistently hires SOC majors, and on Jan. 14, former SOC intern Steve Pruitt began working as a Child Care Worker for him also.

Mary Lee Warren, BS in SOC, 1982, is currently the Special Services Coordinator for The City of Stillwater. Prior to this position, Mary Lee was the executive director (and primary instigator) of Payne County Domestic Violence, Director of Eldercare, and Director of Sales at the new Sheraton Inn in Stillwater.

FACULTY AND GRADUATE STUDENT ACTIVITIES

Dr. Edgley has been invited to participate in a session at the Midwest Sociological Association meetings in St. Louis in April. He will present a paper, "The Dramas of Time: Thoughts on Pace, Place, and the Self" at a session entitled "Pace and Place: Personal and Social Implications." In addition, he will be chairing a session on death and dying at the Popular Culture Association meetings in Louisville in late March.

Dr. Acuff has been invited to chair a section on "The Sociology of Retirement", and to be a participant in a session on "Mid-South Sociological Association Reflections - Past Presidents", at the Mid-South Sociological Association meeting in Little Rock, October 24-26, 1985. In addition, Dr. Acuff recently had an article published with Dr. Lori Heflebower in Family Perspective, Vo. 18, No. 2, 1984 entitled "Self-Concept, Personal Religious Orientation, and Purpose In Life in Three-Generational Families". He has also been invited to do an "In-Service Training Program" at Westhaven Nursing Home on Mach 7, 1985.

Dr. McKinney presented an all-day workshop to OSU secretarial, clerical and other office professionals on January 22 entitled, "Verbal and Non-Verbal Communication and Self Presentation Skills", and will do a repeat of the workshop April 9. She also gave a presentation before the Stillwater Business and Professional Women's Association on February 22. Accepted for publication in the May 1985 Free Inquiry was Dr. McKinney's article entitled "Current Oklahoma Issues: Attitudes of General Population Adults and College Students". In addition, she has been asked by two publishing companies to submit ideas for a research methods text, and is writing an instructor's manual for a social psychology text for Harcourt, Brace, and Jovanovich. Over the next few weeks she will be doing the final pre-publication review of the new edition of Babbies' The Practice of Social Research for Wadsworth.

Dr. McMillian and Dr. McKinney's article, "Reorganization of Sociology Curricula: A Case Study and Discussion of Issues", will appear in the October 1985 edition of Teaching Sociology. They have also been asked by Carla Howery, director of the ASA Teaching Center, to write a monograph on advising for the American Sociological Association. They are currently soliciting input from other SOC departments throughout the country, and comments are also welcome from OSU students and faculty alike.

Accepted for publication in Free Inquiry in Creative Sociology, May issue, was Dr. Dodder's and Graduate student, Minu Mather's, article, "An Examination of the Attachment Bond in Hirschi's Control Theory".

Dr. Arquitt, State Coordinator of ELDERHOSTEL, reported over 50 participants in the December Elderhostel session held on the OSU campus. Classes were based on a Medieval theme, and the final event was the Madrigal Dinner at the Student Union. The next ELDERHOSTEL scheduled on our campus is June 9-15. Tell an older friend!

We all missed Dr. Murton during his recent illness and surgury in February, and we're certainly glad to have him back. Earlier during the year, Dr. Murton spoke before the National Organization for Women on "Women and Prison: Fiction, Fact and Fantasy".

Steve Smith will graduate in July with his Ph.D. in SOC and has accepted a position in the Criminology/Criminal Justice Department at Ball State University in Muncie, Indiana. He will be teaching Juvenile Delinquency Theory, Juvenile Delinquency Treatment, and Community Corrections, as well as doing research. Congratulations!

Dr. Stella Hughes' research is being featured in the Spring issue of Alcohol, Health and Research World, "Examination of Raising the Minimum Legal Drinking Age" which was funded by a grant from the U.S. Department of Health and Human Services.

Dr. Don Brown was invited to make the keynote Address for the 8th Annual Dance Conference of the Dance History Scholars' Association, February 15-18 in Albequerque, New Mexico. He also completed a four-hour teleconferencing session on ethnic groups before 22 high schools throughout the state. Dr. Brown recently received a $15,000 grant from the Oklahoma Foundation for the Humanities and the OSU Foundation to produce a documentary on "Sovereignty in Native American Communities".

Dr. Larry Hynson attended a Corporate Culture Symposium at Vanderbilt University in October. His presentation and participation concerned theory development and cross-cultural dimensions.

Dr. Sandhu is coordinating an Institute for Prison Chaplains on our campus in May. Over 60 chaplains from all over the U.S. are expected to be here.

Dr. Marjorie Schweitzer organized and chaired a session, "Life Histories and American Indian Ethnicity", at the Annual Meeting of the American Anthropological Association in Denver, Colorado, November 17-18, 1984. She also presented a paper entitled "The Life History of a War Mother: Indian Identity and Culture Change" in that session.

Dr. Pat Bell will be presenting her research entitled "Ethnic Group Status and Fertility Amongst Males in the U.S." at the Circum-Mediterranean Regional Conference on Ethnic Minority and Immigrant Research at Malmo, Sweden. In addition, she is presenting a paper on "Politics and Ethics of Water-Resource Management" and chairing a session on Black Americans at the Southwest Conference in Houston, March 20-23.

PRE-ENROLLMENT NEWS FROM DR. MCMILLIAN

Pre-enrollment for Summer and Fall 1985 begins immediately after spring break. Listed below are the dates for submission of Trial Studies in the Dean's Office and for completing enrollment in the Student Union. Juniors and Seniors may begin to make appointments for pre-enrollment conferences as soon as schedule books are available. Those with less hours must wait until the dates listed. Sign up sheets will be posted on my door, or you may call Gene Darrah at 624-6132 to make your appointment. PLEASE come prepared with your trial studies filled out for my approval. If its wrong, we'll change it, but a tremendous amount of time will be saved if you at least try!

CREDIT HOURS COMPLETED	ADVISEMENT APPOINTMENTS (approximately)	TURN IN TRIAL STUDIES AT 202 LSE	PICK UP TRIAL STUDIES & COMPLETE ENROLLMENT 4th FLOOR STUDENT UNION
75 or more Credit Hours Completed*	Mon. March 18 (or before) - Fri. March 22.	Fri. March 22 - noon Tuesday March 26	Wed. noon March 27 - Fri. noon March 29
45 or more Credit Hours Completed*	Mon. March 25 - Thurs noon March 28 & Mon. April 1	Mon. April 1 - noon Tuesday April 2	Wed. noon April 3 - Fri. noon April 5
30 or more Credit Hours Completed*	Tues. April 2 - Thurs noon April 4 & Mon. April 8	Mon. April 8 - noon Tuesday April 9	Wed. noon April 10 - Fri. noon April 12
15 or more Credit Hours Completed*	Tues, April 9 - Mon. April 15	Mon. April 15 - noon Tues. April 16	Wed. noon April 17 - Fri. noon April 19
0 or more Credit Hours Completed*	Tues. April 16 - Tues. April 23	Mon. April 22 - noon Tues. April 23	Wed. noon April 24 - Fri. noon April 26

Students who failed to pre-enroll, beginning Mon., April 29 will take their trial studies directly to the Sectioning Room to enroll.

---

*Hours Completed through Fall, 1984. This does not include current Spring enrollment, repeated courses, failed courses, or incompletes

Drop and add can be done during the week your trial study is submitted or after April 29.

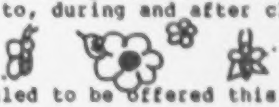
NOTE: This is the first time students who miss their deadlines will be allowed to enroll with the next group of students (rather than waiting until the end to enroll).

Until this pre-enrollment schedule actually begins, I ask that you please make appointments in advance and follow these office hours in order to allow me time to do graduation checks, correspondance, and other paper work related to internships and advising:

Office Hours: 9:00-12:00 Daily
Afternoons by Appointment Only

Also, during the entire semester, I will not be available for appointments on Thursday afternoons due to my two-hour internship class and various speakers who come prior to, during and after class.

SUMMER SCHOOL SCHEDULE



Sociology classes scheduled to be offered this summer are the following:

SOC 1113 - Intro SOC - Acuff M-F 9:50-10:50
SOC 3823 - Death and Dying - Edgley M-F 11-12:00
SOC 4433 - Social Ecology - Perkins M-F 12:10-1:10
SOC 4850 - Internships - Hynson

In addition, the following SOC extension courses have been approved for summer school:

SOC 4990 - Deviant Behavior in American Society -Bynum
M-F 9:50-11:40 JULY ONLY
This course will explore, analyze & discuss many forms of unusual, strange, weird and non-conforming deviant behavior. Visitors to the class will share their deviant ideas, behavior, values, and problems associated with being perceived as deviant by society.

SOC 4990/5990 - Schools & Delinquency - Sandhu
M-F 9:50-11:50 JUNE ONLY
This course will deal with problems secondary teachers face in the schools, for example, assaults on teachers and fellow students, vandalism, drug abuse, truancy, etc.

SOC 4990 - Cults in American Society - Webster
M-F 11:00-1:00 JUNE ONLY
This course will analyze cults of the past so that today's cults can be seen in perspective. Individual cults, such as Unification Church, People's Temple, Hare Krishna, Divine Light Mission, Children of God, Scientology and The Wall, and their leadership will be explored in-depth.

SOC 4990 - Sociology of Human Sexuality - McKinney
M-F 8:40-10:40 JUNE ONLY
This course will deal with sociological and social psychological aspects of human sexual behavior and interpersonal relationships. Students will learn how scientists do research in the area of human sexuality, and will increase their understanding of alternative expressions of sexuality. (This course is still tentative, pending other previous commitments.)

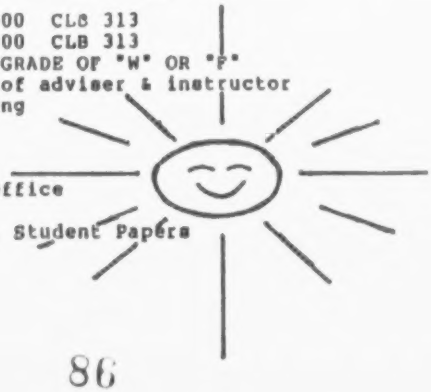
Also, tentatively scheduled to be offered at UCAT in Tulsa are:

SOC 5533 - Correctional Institutions & Residential Treatment - Sandhu JUNE ONLY MTWTH 6:30-9:30 p.m.
SOC 3523 - Juvenile Delinquency - Bynum JULY ONLY MTWTH 6:30-9:30 p.m.

Please watch for confirmation of the above UCAT offerings.

CALENDAR OF EVENTS

March 1 - Deadline for Reentry and Continuing Fee Waiver Scholarships
March 1 - Stillwater Mini Health Conference
March 4 - Deadline for OSA student paper competition.
March 5 - Film series Juvenile Court 12 & 7:00 p.m. CLB 313
March 6 - Dr. Sandhu's criminology class visits Conner Correctional Center
March 7 - Hank Batty - Director of Recruitment, OK Office of Personnel Management, speaks on "Getting a Job in the Merit System", 2:30 CLB 101
March 8 - Freshman Progress Reports Due
March 15 - Applications for SOC Graduate Teaching Assistantships Due
March 9-17 - Spring Recess
March 17-21 - OU SLEP Seminar on "Scientific Revolution"
March 19 - Film Series - Ordinary People & Battered Women 12:00 and 7:00 CLB 313
March 20 - NOW presentation - Susan Welch, the best known academic researcher in the area of women in politics, 7:30, Student Union Theater
March 20 - Joy Hadwiger visits SOC 5563
*March 20 - Application deadline for Lew Wentz Scholarships
March 21 - Transfer Day
March 21 - Roger Creasy Visit 10-12, 1-2:30, CLB 021
March 22 - Pre-enrollment officially begins
March 24-26 - A&S Festival
March 25 - Showing of "Brubaker" 3:00 p.m. Student Union Theater. Murton will lead a discussion following the film. Marie Ragghianti will react to "Brubaker" in relation to her film "Marie" a portrayal of her similar experiences in the Tennessee Correctional System.
March 25 - OSU NOW presents Marie Ragghianti, the outspoken woman responsible for the expose of the Tennessee political machine, at 7:30 p.m. Room 317, Engineering South.
March 26 - A&S Banquet & Masterworks Concert
March 27-31 OU SLEP Seminars "Sense of Self" and "Controlling Processes"
*March 29 - LAST DAY TO DROP A COURSE WITH NO RECORD ON TRANSCRIPT
March 29 - Guthrie "Mini-Health Conference"
March 30 - National Teacher Exam - 109 N. Murray
April 1,2,8,9,15,16 - Dr. Hynson's SOC 4990 "Symbolic Management" course begins
April 2 - Sally Caldwell, representative from OU School of Urban Planning visits department
April 4-5 - Oklahoma Sociological Association Meeting, Oklahoma City
April 9 - Film Series - One Flew Over the Cuckoo's Nest 12 & 7:00 CLB 313
April 16 - Film Series - Deceived 12 & 7:00 CLB 313
April 23 - Film Series - The D.I. 12 & 7:00 CLB 313
*April 26 - LAST DAY TO DROP A COURSE WITH GRADE OF "W" OR "F" 5:00 p.m. Must have signature of adviser & instructor
April 29 - Enrollment directly to sectioning
April 29 - May 3 - Dead Week
May 6-10 - Finals Week
May 11 - Commencement
May 15 - Final Grades due in Registrar's Office
June 3 - Summer School Begins
June 14 - Deadline of submission of A.K.D. Student Papers



CULTS IN AMERICAN SOCIETY

MOONIES HARE KRISHNA JIM JONES

MASS SUICIDES MASS WEDDINGS THE PEOPLES TEMPLE

JONESTOWN DIVINE LIGHT MISSION CHILDREN OF GOD

WHAT IS A CULT?

THAT IS THE QUESTION THIS COURSE WILL ANSWER. TAKE A LOOK AT DIFFERENT CULTS OF THE PAST AND ANALYZE CULTS OF THE PRESENT. FOLLOW THE CAREER OF A CULT MEMBER - RECRUITMENT, COMMITMENT, LIFE-STYLE, AND LEAVING THE CULT. THE ANTI-CULT MOVEMENT AND DEPROGRAMMING WILL BE EXPLORED, AS WELL AS INDIVIDUAL CULTS, SUCH AS THE UNIFICATION CHURCH, PEOPLE'S TEMPLE, HARE KRISHNA, DIVINE LIGHT MISSION, CHILDREN OF GOD, AND SCIENTOLOGY. "WHAT IS THE FUTURE OF CULTS?" WILL BE DEALT WITH TO PROVIDE FINAL PERSPECTIVE. INSTRUCTOR: Dr. Ed Webster, Prof. of Sociology.

COURSE: SOCIOLOGY 4990/5990 June 3 - June 28
11:00 - 1:00 P.M. M-F
CREDIT: 3 hours grad/undergrad. BUS 101
COSTS: $111.00 graduate
$120.00 undergraduate plus a $3.00 material fee and text.

FOR MORE INFORMATION CONTACT: ARTS AND SCIENCE EXTENSION; OKLAHOMA STATE UNIVERSITY; 206 LIFE SCIENCE EAST; STILLWATER, OK. 74078 (405) 624-5647

Oklahoma State University

DEPARTMENT OF SOCIOLOGY

STILLWATER, OKLAHOMA, 74078
006 Classroom Building
(405) 624-6105, 6104

February 13, 1984

Miss

Jefferson City, MO 65101

Dear :

Thank you for your request for information about the OSU Sociology Department. We offer a diverse selection of degree options and career paths within the Sociology Department. For example, we have several "Applied" options whereby students are able to focus on particular areas of human service such as Corrections, Pre-Social Work, Social Gerontology, Juvenile Treatment, and Child Services. In addition, we also have several "Career Paths" which easily lend themselves to professional and/or graduate school, as well as to certain entry level jobs. These paths involve specialty areas in the following: Social Aspects of Law, Social Aspects of Medicine, Sociology of Organizations and Administration, Social Research and Analysis, Urban/Population Trends and Issues, Minorities/Women's Studies, and Anthropology. Other options a sociology major can pursue, are teacher certification and our general sociology path, whereby a student can devise an individual plan based on his/her own unique interests and needs.

We are having a copy of our OSU Catalog sent to you under seperate cover. Enclosed you will find a copy of our Undergraduate Manual which outlines our plans and a recent copy of our Sociology Newsletter, which may be of interest to you. Please feel free to call or write if you have any questions, or better yet, plan a visit to our campus and talk with me. I can be contacted by calling (405) 624-6114 or writing 006 Classroom Building.

Again, I am glad you are considering OSU and sociology as a major and hope to see you on our campus next fall.

Sincerely,

Martha McMillian

Martha McMillian, Ed.D.
Academic Counselor

gpd
Enclosures

OSU

Oklahoma State University

DEPARTMENT OF SOCIOLOGY

STILLWATER, OKLAHOMA 74078
006 Classroom Building
(405) 624-6105, 6104

January 8, 1985

Congratulations on your excellent high school accomplishments. We understand that you are interested in pursuing a major in the social sciences, and hope you will consider the programs offered in the Department of Sociology at Oklahoma State University. The members of our department are quite proud of our program, professors and students, and would be happy to visit with you about your future career and educational goals.

We offer a diverse selection of degree options and career paths within the Sociology Department. For example, we have several applied options whereby students are able to focus on particular areas of human service such as Corrections, Pre-Social Work, Social Gerontology, Juvenile Treatment and Child Services. In addition, we also have several career paths which easily lend themselves to professional and/or graduate school, as well as to certain entry level jobs. These paths involve specialty areas in the following: Social Aspects of Law, Social Aspects of Medicine, Sociology of Organizations and Administration, Social Research and Analysis, Population Trends and Issues, Minorities/Women's Studies, and Anthropology. Other options a sociology major can pursue are teacher certification and our general sociology path, whereby a student can devise an individual plan based on his/her own unique interests and needs.

Enclosed you will find a copy of a "Fact Sheet" which outlines these plans and a recent Sociology Newsletter, which may be of interest to you. Please feel free to call or write if you have any questions, or better yet, plan a visit to our campus and talk with our Undergraduate Advisor, Dr. Martha McMillian. She may be contacted by calling (405) 624-6114 or writing 006 Classroom Building.

Again, we are glad you are considering sociology as a major and hope to see you on our campus next fall.

Sincerely,

Charles Edgley, Ph.D.
Professor and Head

Martha McMillian, Ed.D.
Academic Counselor

CENTENNIAL DECADE
1890 • 1990

gpd
Enclosures

Department of Sociology

Annual Awards Picnic

Friday, May 3, 1985

6:00 to 8:00 p.m.

at Larry and Beverly Perkins'
3023 N. Lincoln

FACULTY AND STAFF

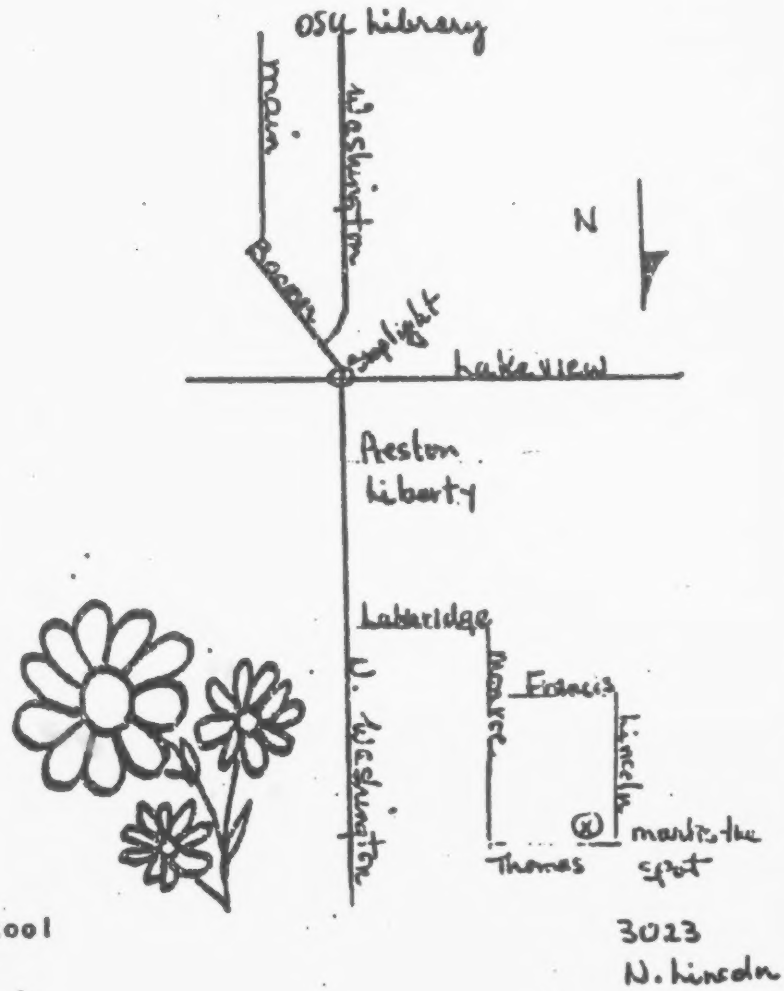
UNDERGRADUATE MAJORS

GRADUATE STUDENTS

are invited to
join in the

Fun
Food
& Friendship

Faculty please bring either a vegetable or salad **and** a dessert. Hot dogs, buns and pop will be provided.


OSU Library
Main
Washington
N
Boomer
stoplight
Lakeview
Preston
Liberty
Lakeridge
N. Washington
Monroe
Francis
Lincoln
Thomas
⊗ marks the spot
3023
N. Lincoln

Spouses and friends welcome, too!

OKLAHOMA STATE UNIVERSITY

MEMORANDUM

DATE August 25, 1983

TO University Placement Office

FROM Drs. Edgley, Department Head, McKinney, Assistant Professor, McMillian, Academic Counselor

SUBJECT On-Campus Interviews

Thank you for your help and suggestions given via telephone this week concerning problems sociology students encounter with on-campus interview schedules. As expressed, we are most disappointed when we see positions announced that we feel our majors are qualified to fill, yet they are unable to interview for such positions due to certain degree restrictions. We understand that you have little control over this matter since this is a screening method imposed by the companies themselves. However, we do hope you will be of some assistance to us in having information available in your office and on your recruiting trips which might help inform and educate future interviewers concerning our various degree requirements, as well as options and degree plans our sociology students pursue. We are enclosing several copies of our Undergraduate Manual containing such information.

As you can see, many of our plans are specifically geared toward future careers in medicine, law, government, social service, research, business, demography, as well as several other areas. We hope that if employers are aware of these sociology degree plans, they might be more open to including our majors on their interview schedules.

As mentioned on the telephone, we hope that you do not interpret this "public relations effort" as "self-serving" on the part of the sociology department, for our goal is sincerely that of trying to serve both our students and employers. We fear that a self-fulfilling prophecy may exist in that our students are told they cannot interview for a job because the employer isn't interested in sociology majors, therefore sociology majors never are placed and they never have a chance to prove the value of the sociological perspective in that specific type of work place. Hence a vicious cycle is perpetuated. In addition, studies consistently show the importance of a first interview for obtaining a job. Our students often aren't given that chance to prove or sell themselves.

Again, we ask your assistance in distributing information relative to our programs. Any other suggestions you might have in addition to those given by Linda on August 23 (such as writing potential employers of sociology majors and having students apply directly to the companies rather than trying to have on-campus interviewers) would be appreciated.

Thank you again.

Oklahoma State University

DEPARTMENT OF SOCIOLOGY

STILLWATER, OKLAHOMA, 74078
006 Classroom Building
(405) 624-6105, 6104

September, 1983

We understand that you will be soon conducting on-campus interviews at Oklahoma State University, and wish to welcome you to our campus and to provide you with information about our new and exciting programs in the OSU Sociology Department.

Our department has designed an undergraduate degree program that is specifically tailored to meet the dynamic and changing needs of corporations such as yours. It is hoped that the information in this letter will introduce you to a new pool of potential employees.

Sociology is the study of human behavior within groups and organizational systems. Well-educated students in our discipline, therefore, have particularly useful skills in lines of work that involve working with the varying needs and concerns of human beings. Studies repeatedly indicate that in most work settings, "people" problems are the most acute, and we are proud of the fact that our majors emerge from this degree program with a profound knowledge of these problems. We require that all our majors take the traditional liberal arts courses to strengthen not only their written and verbal communication skills, but also their mathematical and scientific ones as well. Even more important are those requirements unique to sociology majors: research, statistics and the ability to think critically. Skills in these areas are known to be highly beneficial in work in both public and private settings.

In addition, our majors may pursue career paths and applied options in the following areas: sociology of law, social aspects of medicine, organization and administration, research, demography, corrections, pre-social work, gerontology, juvenile treatment, and child services. As is evident, our majors are diverse in their interests and abilities, and we hope you will consider their excellent educational background when interviewing on campus.

Dr. Martha McMillian, our undergraduate adviser, and/or Dr. Richard Dodder, graduate adviser, will be most happy to furnish any further information before your on-campus visit, or to meet with you while you are here.

We are proud of and excited about our programs here, and would enjoy talking with you further about them.

Cordially,

Charles Edgley, Ph.D.
Professor & Head

mkf

General Education Requirements Have Need

Engl 101 Freshman English 1 3

Engl 102 Freshman English 2 3

SpCm 101 Speech Communication 3
(SpCm 222 Argumentation & Advocacy may be substituted for SpCm 101 Speech Communication)

Mathematics 3
(Any Mathematics course except Basic Algebra for which the student has the prerequisites or as specified by a specific major area i.e., Science and Math require Math 113 College Algebra and Trig and the Business Division requires Math 110 Intermediate Algebra)

PhSi Physical Science 3
(Any Chemistry, Earth Science, Astronomy, Metorology, or Physics course for which the student has the prerequisites)

Biology 3
(Any Biology course for which the student has the prerequisites)

PE Physical Education Activity 4
(A minimum of two hours must be taken in activities courses. The remaining required hours may be fulfilled by taking Hlth 250 First Aid or Hlth 100 The Science of Healthful Living (non-majors))

Psy 101 General Psychology 3

SS 100 Intro. to the Social Sciences 3
(Any two of the following courses may be substituted: Geog 101 - Intro to College Geography or Geog 287 - Geography for the Elementary, Pols 100 - American Government, Soc 100 - Intro to Sociology, Econ 100 - Basic Econ Problems or Econ 201 - Principles of Economics-Micro)

Hist World Civilizations or American History 6
(Students may take World Civilization or American History in any combination of either or both areas to fulfill the history requirement)

Pols 250 World Politics 3

Humanities Any three of the five following areas 9

1. Literature - any Literature course for which the student has the prerequisites except Engl 217 - Childrens Literature.
2. Music - Mus 300 Man and His Music, Mus 130 Music Literature, Mus 241 Jazz History or a total of three hours credit in Band, Orchestra, or Choral Organizations in any combination. (Participation in Pep Band or Small Ensembles does not apply)

	Have	Need
Humanities (Continued) 9		

3. Art - ArtH 121 - Introduction to the Visual Arts or ArtH 311 - Art in Our Lives

4. Theatre Arts - Thea 100 - Theatre Orientation or Theatre History 1

5. Humanities - Hum 200 - The Human Experience

1. Interests in general

2. Career goals

3. Strong Preference test discussed

4. C.L.E.P. Exams

5. Challenge Exams

6. English proficiency will take (date) ____________________

Passed (date) ____________________

7. Status Sheet from Registrar

8. Internship

Application (date) Accepted
Interview

Internship agency
date
supervisor

9. G.P.A. Freshman ________ ________
Sophomore ________ ________
Junior ________ ________
Senior ________ ________
Cum GPA ________ ________

10. Placement File opened ____________________

SYLLABUS

Fall 1984

SOC 4990 Section 1 - 1 hour credit
Careers and Job Search Techniques
for Sociology Majors
Instructor: Dr. Martha McMillian

Phone: 624-6114
Office: CLB 006-A
Office Hours: M-F 9:00-12:00
afternoons by appointment

COURSE DESCRIPTION:

This course was designed to inform students of the various options available to sociology majors and career or job opportunities in the field of sociology. In addition, it will attempt to help students (1) identify their individual values and strengths, (2) set educational and/or career goals, and (3) practice correspondence skills, resume writing, and job interviewing. Attention will be given to the linking of selected sociological theories and skills to the practical aspects of job exploration and career choice.

COURSE REQUIREMENTS:

Grades will be based on the following:

(1) OSU Placement Emphasis Week attendance for bonus points, Aug. 28-30. Students are encouraged to attend (a) a Campus Interviewing Orientation Session, (b) the Interviewing Workshop for Public Service Employers, Case Study II, Thursday, Aug. 30 at 4:45 p.m., (c) the Placement Mart. (See times and places on handout.) Students may also wish to attend one of the Resume Workshops scheduled during the week; however a special class period will be set aside for this topic later on during the semester. Please bring some type of evidence (notes, handouts, etc.) as proof of your attendance to any of the above.
5 Bonus Points per Session

(2) Completion of attached assignment concerning Discover: A Computer-Based Guidance System. Due Oct. 9
70 points possible

(3) Job Information Interview or "Externship" (see attached sheet). Due Oct 30.
50 points possible

(4) A Perfect Resume - Rough draft due Sept. 25. Final copy not due until after Fall break. (Oct. 30).
50 points possible

(5) A perfect cover letter, letter of application, or application to graduate school.
20 points possible

(6) "Theory to Practice" Assignment (see attached sheet).
30 points possible

(7) An overview of a graduate program of particular interest to you (OSU or another university). Include information such as: a general description of the program, entrance requirements, location, possible job opportunities upon completion, tuition, possible fellowships, scholarships, internship possibilities, and other

relevant information. Also include a short essay (1 paragraph minimum) on "Why I want to go to graduate school in ______________", or answers to questions on a specific application.

50 points possible

(8) Reaction papers, questions, and/or quizes based on invited speakers or films. Number of points will vary

Approximately 15-30 points each

(9) Class attendance and involvement in discussions. If absences exceed three, points will be deducted and letter grade will be reduced on final grade.

(10) Students seeking employment in the near future will be expected to register in the University Placement Office, to utilize its resume and interview services, and to open up a placement file.

Please note that a certain amount of flexibility and modification of the above assignments and point values may be necessary in order to meet the various needs and interests of students.

TEXTBOOKS:

Required:

For Your Action: A Practical Job Search Guide for the Liberal Arts Student by Wayne Wallace, Carol French Wagner, Nancy Pentecost, and Pam Houston, 1982.

Main supplementary texts to be used by instructor:

PATH: A Career Workbook for Liberal Arts Students by Howard M. Figler, 2nd edition, 1979.

Up the Job Market: Controlling the Ascent by Jeanne Curran and Carol Tolesky, 1982.

Additional Supplementary Texts:

Go Hire Yourself an Employer by Richard K. Irish.

Job Hunting for the College Graduate by John D. Erdlen and Donald I. Sweet.

Sweaty Palms: The Neglected Art of Being Interviewed by A. Anthony Medley.

What Color is Your Parachute? by Richard Bolles.

TENTATIVE TOPICS & DATES	READINGS & ACTIVITIES
	(Note: Please do assigned readings prior to class discussions)
I. General Overview of Course & Assignments Aug. 28 "Getting to Know You"	Placement Week Attendance Up the Job Market, pp 40-43 (instructor will provide exercise)

II.	Sociology Curriculum Applied vs. Basic Preparation for Employment Sept. 4	*Reading for 2nd session: "Reorganizing Sociology Undergraduate Curricula: A Case Study and Discussion of Issues" by McMillian & McKinney (to be provided by instructor)
III.	"Liberal Arts vs. Technical Training" & "The Career Decision-Making Process" Sept. 11	*Reading: For Your Action, Chaps. 1 & 2. Activity - "The Best You Ever Did"
IV.	OSU Placement Office Services A. Resume Writing & Services B. Orientation Sessions C. Job Interview's & Announcements & the Point System D. Placement Files E. Cover Letters Sept. 18	Speaker: Mr. Bob Jamison, Counselor *Reading: For Your Action Chapters 5 & 6
V.	DISCOVER: A Computer-Based Guidance System Sept. 25 Class will meet in 310 Student Union	*Reading: For Your Action, Chapters 3 & 4 Speaker from DISCOVER - Lisa Grubb *Rough Draft of Resume due
VI.	Clarification of DISCOVER Discussion of resumes, letters of recommendation, and other correspondance using "The Rule of Positive Choice" Oct. 2	Review - For Your Action, Chapters 5 & 6 Exercises: Chap. 5 Up The Job Market
VII.	*DISCOVER assignment Due Discussion of feedback Also, preparation for Job Information Interview Oct. 9	*Reading: For Your Action, Chapter 7. Possible activity: Letter of inquiry to set up job information interview.
VIII.	Employment Interviewing Presentation of Research by Lamar Reinsch & Mike Stano What to expect Dressing for an interview Oct 16 (*Final Resume and Job Information Interviews Due Oct 30)	*Reading: For Your Action Chapter 8 & 9
	OCTOBER 23 - FALL BREAK	
IX.	*Sharing of Job Information Interviews Oct. 30	
X.	Various guests speakers invited to speak on specific career information. A. Linda Goode - The State Merit System B. Police Officer, Social Worker, Banker, Business person, lawyer - or whoever class indicates as interested in hearing.	

* Assignment Due.

XI. Theory to Practice Assignment
Due *Share with class.
(Dates to be determined)

XII. Women in the Work Place
  Discrimination
  Affirmative Action
  "Realities"

Possible Film: "Work Place Hustle"

XIII. GRADUATE SCHOOL

Possible Speakers:
  Dr. Dodder - SOC Grad Adviser
  Krista Moore - SOC Grad student
  Dr. Al Carlozzi - ABSED Programs
  MSW person
Sharing of grad programs.

*Reading: For Your Action pp. 103-107.

*Assignment on overview of graduate program & essay due.

*Letters of application or inquiry also due.

* Assignments due

SOC 4990 - CAREERS & JOB SEARCH TECHNIQUES FOR SOCIOLOGY MAJORS
"Theory to Practice" Assignment
Dr. Martha McMIllian

ASSIGNMENT: Using a sociological theory and/or a chapter of a textbook studied in a previous or current sociology class, discuss how you might apply this theory/information to a job you might wish to pursue, e.g., an organizational theory to a job in a large company; a chapter on "Family" to a social casework position; a concept in medical sociology to a position in a hospital setting, a theory on deviance to a corrections position, etc. Be prepared to discuss this orally with the entire class.

NOTE: It is hoped that this exercise will help prepare you for job interviews whereby you might convince a future employer of the value of sociological knowledge in his/her work setting.

This is more of a "thinking" process, rather than a formal paper, therefore a one page summary will be sufficient.

Oklahoma State University

DEPARTMENT OF SOCIOLOGY

STILLWATER, OKLAHOMA 74078
006 Classroom Building
(405) 624-6105, 6104

November 29, 1984

Mr. Richard
District Superviser
Department of Human Services
Tulsa, OK 74127

Dear Mr.

I have had the pleasure to serve as Ms. Lisa academic adviser for over one and one half years, and as her instructor in a sociology course entitled "Orientation to Internship" last spring. I truly give her my highest recommendation for a position as Social Worker I in the State of Oklahoma. Scholastically, socially, and experience-wise, Lisa qualifies for such a position.

She will complete requirements for our Pre-Social Work Option in the O.S.U. Department of Sociology in December, 1984. Her overall grade point average is 3.72 and her grade point average in sociology is an even higher 3.83. She has been on both the Dean's and President's Honor Rolls, and has served as an officer for Alpha Kappa Delta National Sociology Honorary Society. In addition to her academic excellence, her practical, hands-on experience has enabled her to connect her theories to practice. For example, last summer Lisa completed a concentrated 160-hour sociology internship with Catholic Charities, Inc. in Tulsa. There she worked with Laotian refugees and indigent people. This experience confirmed her commitment to a career in social work. Upon returning this fall, Lisa completed the Payne County Department of Human Services Foster Parent Training Program and she is now a certified foster parent.

Lisa's personality definitely will be a strong asset in social service employment, for not only do people instantly like her, but she is a very serious and conscientious worker, thus quite capable of making decisions and working in difficult situations.

I do hope you will carefully read and contemplate her transcripts and resume, for I feel you, too, will be able to recognize Lisa's many strengths. In addition, Lisa plans to make Tulsa her permanent home, therefore you would have a dedicated long-term career person on your staff.

Please do not hesitate to call if I can be of any other assistance.

Sincerely,

Martha McMillian

Martha McMillian, Ed.D.
Academic Counselor

Oklahoma State University

DEPARTMENT OF SOCIOLOGY

STILLWATER, OKLAHOMA 74078
006 Classroom Building
(405) 624-6105, 6104

January 10, 1984

To Whom It May Concern:

Rarely am I able to write a letter of recommendation for graduate school with no doubt or reservations whatsoever. Laurie , who I have come to know very well in the last two years, is a student I can honestly rank in the top 5% of all undergraduate students.

As you can see from her transcript, Laurie's academic record is nearly perfect. With a 3.95 overall she has been on the President's Honor Roll almost every semester. She is an honors student in sociology and is presently doing an honors thesis. She is pursuing a minor in leisure science and has course concentrations in computer science, ecology, and Spanish.

Additional academic honors, activities and achievements include the following: (1) Laurie was selected as a Lew Wentz Scholar for three years, two of which were in the Department of Sociology. This scholarship involves students working very closely with faculty members on research and related activities, and only a very select few receive this honor. (2) She belongs to both Alpha Kappa Delta, Sociology Honorary Society, and Sociology Club. She currently serves as president of the latter. With her enthusiasm and hard work, our Sociology Club has grown to be among the most active and respected student groups on campus. (3) Laurie served as Assistant State Coordinator for the ELDERHOSTEL Program last summer under Dr. Ed Arquitt of the O.S.U. Sociology Department. (4) In addition to the above, Laurie has been active in many other organizations such as the O.S.U. Sailing Club, Oklahoma Association of Health, P.E. and Recreation, Dallas Museum of Fine Arts, Outdoor Adventure Club and many more. (5) Finally, due to her unique combination of academic and social skills, as well as her leadership abilities, Laurie was recently selected to be among those chosen for "Top Ten Percent of O.S.U. Graduating Seniors" and "Who's Who Among Students in American Universities and Colleges."

Obviously Laurie is exceptional and I have no doubts as to her potential for complete success in your or any graduate program.

PHI KAPPA PHI

GRADUATE FELLOWSHIP PROGRAM
EVALUATION REPORT ON APPLICANT

Name of Applicant Robert

Report requested of Dr. Martha McMillian

The person named above has listed your name as one who can evaluate his/her qualifications for a graduate fellowship. Phi Kappa Phi fellowships are awarded competitively for use only during the first year of graduate or professional study. Please indicate below your impressions of (1) the applicant's scholarship with particular reference to his/her capacity for original work as a graduate student, (2) of his/her character and personality. Any observations you can provide on qualities of leadership, initiative, enthusiasm, adaptability, seriousness of purpose, *et cetera* which will assist the committee in appraising the applicant's probable success in advanced study will be sincerely appreciated.

As a fellow member of Phi Kappa Phi, I wish to give my highest recommendation to one of my students and advisees, Rob . Rob represents the highest possible scholastic ability and achievement. I have served as his adviser for over two years and his instructor in a sociology course. Therefore I am quite familiar with his academic records showing departmental honors, a 3.91 overall grade point average, several semesters on the presidents and deans honor rolls, and an ACT composite score of 28, to mention just a few. His honors and awards include being a Lew Wentz Scholar for two years, a recipient of a Lahoma Club Scholarship and a Community Awareness and Creative Leadership Scholarship, a member of Alpha Kappa Delta National Honorary Sociology Fraternity, and the current president of the Sociology Club.

His research skills are well beyond that of a typical undergraduate, perhaps even beyond those of most graduate students. In meeting requirements for his honors thesis, he conducted his own quantitative research on "College Students' Characteristics, Attitudes, and Behaviors" in the areas of interpersonal relationships, scholastic, and social activities Through this, he has shown himself to be quite disciplined, industrious, and capable.

In addition to his academic interests, Rob is quite involved with church, family, and campus activities. Under his leadership, the Sociology Club is one of the most active organizations on campus. He plays the guitar and sings in public, thus his interests are quite varied.

Rob chose to focus on Sociology and Juvenile Treatment as an undergraduate, and his plans have always included graduate school. I have no doubt as to his ability to succeed and to be among the top students in the nation. Therefore, as a member of Phi Kappa Phi, I would be proud if Rob were to receive this fellowship.

Among approximately 195 senior students that I have known, I would rank this applicant in the upper 1 %.

Signed Martha McMillian

Title Academic Counselor

Date February 2, 1985

Please send this report to (Name)

Phi Kappa Phi Committee, Chapter # 024 at Oklahoma State University

SOC 3952 - Orientation to Internship
Syllabus
Spring, 1985
Thursdays 2:30-4:10 CLB 101

INSTRUCTORS: Martha McMillian - Adviser and 3952 Instructor
006-A CLB, 624-6114
Larry Hynson - Internship Supervisor and 4850 Instructor
034 CLB, 624-6123

TEXTS: Bettina J. Huber, Career Possibilities for the Sociology Graduate ($.15)
Embarking upon a Career with an Undergraduate Sociology Degree ($3.50)
Above to be purchased in the sociology office from Gene Darrah.

Readings for SOC 3952 - Orientation to Internship (approximately $16.00)
Syllabus for SOC 4850 - Internship ($4.00)
Above may be purchased at KINKO's Copies on Washington Street for cost of xeroxing and binding only.

COURSE OBJECTIVES:

1. To gain experience and knowledge in job search techniques, resume writing, interviewing, and information gathering (students will approach finding an internship placement as they would getting a job).

2 To set framework, guidelines, and requirements for internship experiences.

3. To discuss the process of "networking" or making the necessary connections within and without the university that lead to job success.

4. To explore and define "Applied Sociology."

5. To consider "Program Evaluation" and research methods as possible internship experiences.

6. To explore possible careers and internships in sociology through assignments, discussions, and exposure to a variety of business, human service, and government agencies through guest speakers.

7. To clarify interns roles through sessions with former interns outlining their experiences, problems, successes and suggestions.

8. To practice relating sociological theory to practice using selected readings and lectures from professors and guests.

COURSE REQUIREMENTS:

1. Completion of pre-internship requirements specified by Dr. Hynson in SOC 4850 Internship Syllabus. (Grade will be given in SOC 4850, Internship course.)

2. A perfect resume (using pages 12-18 of Huber and readings). Rough draft should be turned in by February 7. Final copy due shortly thereafter. 50 points

3. Attendance at Summer Recreation Placement Day. Pick up handouts and information for proof of attendance on February 6. Due February 7. 10 points

4. A cover letter/letter of inquiry (using pages 18-21 of Huber and readings). 20 points

5. A Job Information Interview (see pages 8-11 of Huber and attachment for specific instructions). Due March 21, Thurs. after spring break. 50 points

6. "Reaction Papers" relative to each speaker/film/panel presented in class. Due the next class meeting after each presentation. Students will be allowed to drop responses to three presentations. Information comes from class readings, presentations, and your own creative thinking. See attachment for specific instructions. Refer to readings when possible. 20 points each

7. Critiques - students will be asked to summarize and critique various articles from assigned readings. 20 points each

8. Final Paper - Information outside of class presentations is necessary. Approximately 5-7 pages in length. Due by mid-April. Specific requirements are attached. 100 points

FIRST MONTH'S OUTLINE OF COURSE: (Dates listed are flexible and will be modified to meet the various needs and interests of students, instructors and speakers.)

I. Week One - January 17
   A. Introduction to Course and Course Syllabus
   B. Discussion of handout on "Internships in Sociology at Oklahoma State University"
   C. Film: "The Washington Center Internships"
   D. Guest : Ms. Mary Lee Warren, Supervisor Special Services, City of Stillwater
   E. Exercise: "Getting to Know You"
   F. January 15-18 University Placement Emphasis Week. Students should attend relevant sessions if at all possible.

II. Week Two - January 24 - A Discussion of Required Readings and Assignments
   A. "Reorganizing Sociology Curricula: A Case Study and Discussion of Issues" by McMillian and McKinney (Read entire article in 3952 Readings Book)
   B. "Embarking Upon a Career with an Undergraduate Sociology Degree" by Bettina J. Huber (Begin reading this required text.)
   C. Resume Writing Guidelines and Forms in SOC 3952 Readings Book. Begin rough draft of resume for January 31.
   D. Guest - Dr. Arquitt - ELDERHOSTEL internship possibility

III. Week Three - January 31 - Class Period
   A. Required Readings and Assignments due for class
      1. Read "Student Experiences in Employment Interviews" by Drs. Mike Stano and Lamar Reinsch in Readings Book
      2. Read Huber text
      3. Read resume information in Readings Book and complete a rough draft of resume using form provided.
   B. Guest Speakers
      1. Mr. Bob Jamison, University Placement Counselor. Discussion of resume writing, Feb. 6 Summer Recreation Placement Day, and placement office services. Be prepared to ask him questions about your resume.
      2. Dr. Mike Stano, Department of Speech Communications. Discussion of his research on "Student Experiences on Employment Interviews".

IV. Week Four
   A. Wed., Feb. 6 - Summer Recreation Placement Day. Students must attend this event and pick up materials relevant to their interests to turn in for 10 points. Students considering a recreation experience for their internship should interview on-site.

B. Feb. 7 - Class Period
  1. Readings and Assignments
    a. Rough draft of resume due
    b. Handouts and information (or notes) due from Summer Recreation Placement Day.
    c. Articles from 3952 Reading
      1. "Applied Sociology as Knowledge Utilization" by DeMartini
      2. "Teaching Sociology Within a Liberal Arts Education" by Green
      3. Federal ACCESS information
  2. Guest Speakers
    a. Ms. Joy DeShano - The Federal ACCESS Program
    Social Security Administration
    200 N.W. 5th Room 1111
    Oklahoma City, OK 73102
    405-231-4711
    b. Dr. Acuff - "Theory-to-Practice: Beginning the Process"
    (including discussion of the DeMartini and Green Articles)
    (Reaction paper due Feb. 14)

V. Week Five - Feb. 14 - Juvenile Treatment Day Panel (Reaction paper due Feb. 21)

A. Roger Creasy, CRCS Social Worker
Supervisor of Volunteer Programs & Foster Care
P.O. Box 26768
2409 N. Kelley Ave.
Oklahoma City, OK 73126
405-424-5818

B. Mark Whitt, Executive Director
Kay County Youth Services
415 W. Grand
Ponca City, OK 74601
405-762-8341

C. Ted Hanner, Director
Tulsa Juvenile Court/Juvenile Bureau
315 S. 25th W. Ave.
Tulsa, OK 74127
918-584-2561

D. Dick Dodder
Sociology Professor

VI. The remainder of the class will focus on various career options and internship placements available for sociology students, as well as applied sociology potential work-related problems and issues. Sessions with speakers and former interns will be interspersed with "applied sociology" and "theory-to-practice" articles and information from the required reader.

Here are a few tentative days to be scheduled (not necessarily in this order. Monthly class schedules will be printed).

A. Department of Corrections/Mediation Day
B. Department of Human Services/Social Services/Social Work Day
C. Court Management/Legal Aid/District Court/Law Days
D. Oklahoma Office of Personnel Management/State Merit System Day
E. Family Planning, Teenage Mother, Medical Day
F. Domestic Violence/Crisis Intervention Day
G. Gerontology/Church Vocations Day

H. Law Enforcement Day
I. Business Management/Banking Day
J. Applied Sociology/Evaluation Research Day
K. The following will also be included:
    1. Visits with former interns and general discussions of internship and placements,
    2. The film "Work Place Hustle", and general discussions of sexual harrassment and other possible on-the-job problems,
    3. Assessment of the Job Market, and
    4. Graduate School.

SOC 3952 Orientation to Internship
Reaction Papers

NAME:____ DATE:______________

NAME OF PRESENTOR(S) OR PRESENTATION:____

Please respond to the following questions (if appropriate) concerning each outside speaker/panel/film or special presentation held in class.

(1) What is your overall evaluation of the presentation? (Explain Answer)

(2) Do you think the speaker and/or film presented a realistic view of that type work? Why or why not?

(3) Would you be able to fit into such a work environment? Why or why not? What kinds of problems might you face?

(4) What type of internship would provide good experience for such a position/ agency/organization? Describe the placement. What do you see yourself doing?

(5) What sociology course(s) might have content relevant to a career in this line of work? Explain your answer. Give specific examples of sociological theories or research that might be relevant.

(6) What are the major objectives of the agency/program or career area presented?

(7) Describe how these objectives are reached (i.e., what procedures are used? What does the organization do?)

(8) Describe other relevant information such as the nature of the agency clientele, eligibility for service, academic training and other requirements which must be met to be an employee of the agency.

(9) List major problems faced by the agency, program or career.

SOC 3952 - Orientation to Internship
Job Information Interview
McMillian
NAME______________________________

The purpose of this assignment is to help you to:

(a) gain exposure to a specific work setting,
(b) get a detailed description of a job and its responsibilities,
(c) learn the vocabulary that pertains to a particular organization or career field, and to
(d) develop interpersonal rapport with someone who might be willing to supervise you in an internship placement.

Possible questions to ask during the interview may be found on page 11 of Huber. Additional information must include:

1. Occupation under study
2. Name of employing organization
3. Name of person interviewed
4. Job title
5. Immediate Superviser
6. Educational requirements for this occupation
7. Major responsibilities
8. Abilities or personal qualities important in this occupation
9. Major rewards of the job
10. Major frustrations in this job
11. Most frequently recurring problems
12. Job in the organization you would prefer above your own
13. Long-range goals
14. Advice you would give to a young man/woman coming into a job like yours.

SOC 3952 - Orientation to Internship

Requirements for Final Paper (5-7 pages, due in mid-April)

Select a career area or social/correctional agency in a specific setting to write about, e.g., banking in a specific bank; a law career in a private attorney's, district attorney's, judge's, or Legal Aid Society Office; a municipal or juvenile court; any community social agency such as DHS, Big Brothers/Big Sisters, Domestic Violence, H.E.L.P., etc.; a probation and parole or CRCS office, local police department, or any type of correctional center; or any other organization or career setting of your choice. Ideally your topic should be that of your future internship placement. The paper should consist of the following:

A. A summary of your knowledge in this area (approximately 2 or 3 pages). Questions similar to those on your "Reaction Papers" should be addressed and elaborated on, as well as questions listed on your Job Information Interview. Other information might include:
   a) a description of the programs included in the profession/agency.
   b) a description of the occupational positions and their functions including training, education and certification needed.
   c) Major problems concerning this setting, and
   d) Sources of funding for the agency/organization.

Sources of information could include materials available in the library, interviews with people in the field, visits to agencies and programs, published materials (brochures, pamphlets, and books) available through the agency and organization offices. The information should be referenced in an acceptable way.

B. An application of "theory to practice" (approximately 1 or 2 pages) Using a sociological theory and/or a chapter of a textbook studied in a previous or current sociology class, relate how you might apply the theory/concept to this career area or agency, e.g., an organizational theory to a placement in a large company; a chapter on "family" to a social casework position; a concept in medical sociology to a hospital placement, a theory on deviancy to a corrections position, etc. NOTE: It is hoped that this exercise will help prepare you for job/internship interviews whereby you might convince a future employer/superviser of the value of sociological knowledge in his/her work setting. (Again, it is very important that you reference your sources of information.)

C. A brief description of what tasks you'd like to perform in an internship placement in this chosen area or agency setting. (approximately 1 page)

D. If possible, include where your placement will be, who your superviser will be, his/her title, address, and telephone number, your summer address, and the date you plan to begin your internship experience. However, it could be possible that you have either already completed your internship or have not made a definite decision at this point.

INTERNSHIPS IN SOCIOLOGY AT OKLAHOMA STATE UNIVERSITY

January 1984

INTRODUCTION

The Department of Sociology at Oklahoma State University has had an internship program since the summer of 1972. During that summer, 15 interns worked in many different agencies in the Tulsa area. Since its inception, the internship program has broadened and developed into a comprehensive program placing approximately 75 sociology majors per year in correctional, legal, medical, and business organizations, as well as local, state, and federal social service agencies. Thus there is a vast array of possibilities for students interested in gaining academic credit for practical experience relating to their future careers goals.

OVERVIEW OF INTERNSHIPS

Pre-professional internships are work situations providing an opportunity for OSU undergraduate or graduate students to gain experience and insights related to their academic, career, and/or personal interests. It is hoped that these internship experiences will provide students with opportunities to gain or refine skills not generally taught in the classroom setting. In return, we hope to provide public service agencies and private business organizations with highly motivated and interested students to help meet the pressing needs of these organizations. Ideally, students will be gaining useful knowledge while providing needed services and manpower.

The undergraduate internship is composed of a six hour sequence, two of which are taken in the spring semester as a prerequisite for the internship. This course, entitled "Orientation to Internships," is taken on campus during the student's junior or senior year. The remaining four hours are generally taken during the summer semester, but may be taken during the fall or spring semester. This six hour sequence is required for those students pursuing a social service option in sociology (Corrections, Pre-Social Work, Social Gerontology, Juvenile Treatment and Child Services). The orientation and internship are optional for students pursuing one of the sociology career paths (Social Aspects of Law, Social Aspects of Medicine, Sociology of Organizations and Administration, Social Research and Analysis, Urban/Population Trends and Issues, Minorities/Women's Studies, and Anthropology).

The graduate internship for persons working toward an M.S. in Corrections is composed of six hours of field experience. These six hours should be taken in two three-hour blocks in two different correctional agencies or facilities. This will provide students with a broader experiential base prior to completion of the degree.

ADMINISTRATION OF THE INTERNSHIP PROGRAM

The Coordinator of the Internship Program in the Department of Sociology, along with the adviser and other members of the faculty, will help provide information to students concerning agencies and organizations in Oklahoma with possible internship positions. It will further be the responsibility of these individuals to match students applying for internships with available positions which most clearly meet both the student's and the organization's needs. After their placement is arranged, each student will then be assigned to a faculty member who will work with them and the organization during the tenure of the internship.

RESPONSIBILITIES OF STUDENTS, SUPERVISORS, AND INSTRUCTORS IN INTERNSHIPS

The internship experience for the student is possible through a communications network maintained between three separate individuals: the student, the off-campus supervisor, and the university faculty member or coordinator. Each plays a vital role in the successful completion of an internship. In order to understand how this network functions, the responsibilities of each party are presented below:

Responsibilities of the Students

1. Student interns are expected to work with the agency or organization for a minimum of 160 hours. The number of hours will vary depending on the organization and/or the source of financial support when available.
2. Students are expected to follow all rules and procedures of the placement to which they are assigned. In this respect, they are no different from regular employees.
3. While working, the student is expected to cooperate with the assigned supervisor. If the student is having difficulty with the supervisor, he/ she should first try to resolve the problem with that person. Only if this attempt fails, should the faculty member be consulted.
4. Students must get permission from their supervisors to take time off from work and must call in to report unavoidable absences.
5. Students are expected to complete the required academic work in relation to the internship (e.g., field log, organizational analysis, research concerning the agency or target group, and final paper) by the last week of the semester in which they are doing their internship. If such completion is impossible, the student's instructor should be contacted to work out an alternative. Grades of "I" will be sparingly used.
6. Students will be required to meet with their faculty member or coordinator at least once during the internship. Additional meetings may be required by the instructor or requested by the students.
7. Students must give at least one week notice to their off-campus supervisor and faculty member if it is necessary to terminate the internship prior to the agreed upon termination date.

Responsibilities of the Off-Campus Supervisor

1. Supervisors are expected to orient the students to the agency or organization

during the first week of the placement and to provide supervision throughout the internship.

2. Supervisors are encouraged to provide a job description outlining the duties and responsibilities of the student for his/her placement.
3. Supervisors should report excessive absences or unwillingness on the part of students to follow the organization's rules or procedures to the faculty member or coordinator.
4. In most cases, supervisors should give at least one week notice to students and the faculty member if it is necessary to terminate the internship prior to the agreed upon date.
5. Supervisors will be asked to evaluate the student's work in the agency or organization based on criteria established by the faculty member and coordinator. This rating will be one factor influencing the final academic grade of the student.
6. Supervisors will be expected to help students obtain maximum experience in and knowledge of the agencies or organizations with which they are working.

The Responsibilities of the Faculty Member or Coordinator

1. The faculty member is expected to meet with students at least once during their internship in Oklahoma. Contacts will be maintained by mail and phone for those doing internships outside Oklahoma.
2. The faculty member is expected to meet with supervisors at least once during the internship. Every attempt should be made to schedule these meetings at the convenience of the supervisor.
3. The faculty member will act as intermediary between supervisors and students in cases where difficulties arise in supervisor-student relationships.
4. The faculty member or coordinator will provide students with a list of specific academic requirements of the internship.

5. The faculty member will provide supervisors with student evaluation forms. These evaluations will be included as part of the criteria in determining the final academic grade of the student.
6. The faculty member or coordinator will grade all the academic requirements of the internship and is responsible for assigning the final course grade.

CONTACT PERSONS FOR ADDITIONAL INFORMATION

Additional information concerning internships is available from the Department of Sociology. In order to be considered for an internship during any one semester, arrangements must be made with Dr. Larry Hynson, Coordinator of the Internship Program, or Dr. Martha McMillian, Departmental Adviser.

For further information contact:

Dr. Larry Hynson 405-624-6123	or	Dr. Martha McMillian 405-624-6114

Department of Sociology
006 Classroom Bldg.
Oklahoma State University
Stillwater, OK 74078
405-624-6105

SOC 3952 Class Outline
Feb. 21 - March 14

February 21, 1985 - Department of Corrections Day

Speakers:

1. Mr. Mike Parsons, Superintendent
   Enid Community Treatment Center
   2020 E. Main - Box 2245
   Enid, OK 73702
   405-234-2115

   Discussing possible institutional field placements

2. David Mesaros, Coordinator
   DOC Programs & Services
   Oklahoma City, OK 405-427-6511 X328

   Discussing field placements in probation & parole including mediation

3. Dr. Harjit Sandhu

Visitors:

1. Mr. Paul Smith
   Division of Probation & Parole, Dist. V
   808-810 W. Maine
   Enid, OK 73701

2. Janiece Siergerist
   Stillwater Probation & Parole Sub-Office
   800 E. 6th
   Stillwater, OK
   377-3418

Readings and Assignments:

1. pp 235-243 - Readings Book
2. Reaction Paper Due Feb. 28
3. Cover letter due Feb. 21

February 28, 1985 - Family Planning, Teenage Parent, & County Health Department Day

Speakers:

1. Linda Burk, Psychologist
   Payne County Health Department/Guidance Center
   701-B S. Walnut
   P.O. Box 1478
   Stillwater, OK 74076
   372-1721 (Health Dept.)
   372-1979 (Guidance Center)

   Discussing Mini-Health Conferences, Teen Clinics, Services of County Health Dept. and Guidance Center, and volunteer/internship opportunities.

2. Pam Peevy, Outreach Coordinator
   Margaret Hudson Program for School-Age Parents
   1205 W. Newton
   Tulsa, OK 74148
   918-258-1508 (Broken Arrow)
   918-585-8163 (Tulsa)

   Discussing teenage pregnancies, Services of Margaret Hudson Program, & internship possibilities

3. Dr. Wayne Donaldson, Director
   Teen Center 372-2120
   705 S. Lewis
   Stillwater, OK 74074
   372-2120

   Discussing summer internship possibilities at the Teen Center.

4. Dr. McKinney

Guests: 1. Quen Thurman - 1984 intern, Margaret Hudson Program
2. Wendy Newell - 1985 Intern, Payne County Health Department

Readings & Assignments: 1. Page 185 Readings Book & handouts
2. Readings from Our Sexuality, by Crooks
3. Reaction Paper due March 7.

February 28, 1985 - Evening presentation of Dr. Carol Cassell
Educator, National Director of Family Planning,
and author of Swept Away
Open to the Public

March 1, 1985 - Stillwater Mini-Health Conference
University Heights Baptist Church
9:00 a.m. - 3:00 p.m.
9:00 a.m. - Keynote Speaker - Dr. Cassell
"How Great It is To Be Young"

March 7, 1985 - State Merit System & Department of Human Services Day

Guests:

1. Mr. Hank Batty
Director of Recruitment
Office of Personnel Management
2101 N. Lincoln Blvd
Oklahoma City, OK 73105
405-521-2177

Discussing the Oklahoma Merit System and "The Mechanics of Applying for a Job in the Merit System".

2. Ms. Linda Good
Employment Interviewer
State Employment Office
730 S. Western
Stillwater, OK 74074
624-1450

3. Dr. Tom Murton

4. Lynn Atkinson, MSW
& SOC Ph.D. candidate

Discussing the relationship of sociology to Social Work, and finding internship placements in the Department of Human Service

Readings & Assignments: 1. 223-236
155-163 Readings Book
2. Reaction Paper & Job Information Interview Due March 21.

March 14, 1985 - SPRING BREAK!!!! Do your Job Information Interview

SOC 3952 CLASS OUTLINE
March 21 - May 2

Thursdays 2:30-4:10
CLB 101

Instructor: McMillian

Keep in mind that the final paper is due the end of April for all 3952 students, and the internship site must be determined prior to the end of the Spring Semester for those interning this summer!!

March 21, 1985 Christian Vocations/Counseling Day

Speaker:
Rev. Bill Bentley, Director
Oklahoma Conference United Methodist Prison Ministry
St. Matthews Methodist Church
300 North Air Depot
Midwest City, OK 73110
(405) 732-6831

Rev. Bently will discuss the prison ministry and Christian Counseling in general. Also he will show a sound filmstrip on the Prison Ministry.

Visitor:
Rev. Terry Martindale
(1972 SOC Graduate)
Associate Minister
First United Methodist Church
400 West 7th
Stillwater, OK 74074
372-5854

Assignments Due:

1. Job Information Interview.
2. Article, "Locating, Supervising, and Evaluating Internships in Readings Book.
3. Reaction Paper (be prepared to discuss the above).

For interested students - Roger Creasy will visit with students interested in internships or volunteer work in CRCS in CLB 021, 10:00-12:00, 1:00-2:30, Thursday March 21.

March 28, 1985 Gerontology Day

Speakers:
Mrs. Windy Wildman Lott (1982 SOC Graduate)
Activities Director
and LaDonna Ross or Sharee Gumm, Administrators
Westhaven Nursing Home
1215 S. Western
Stillwater, OK
743-1140

Lori Hackett Long (1982 SOC Graduate)
manager, Green Briar Retirement Village
Vice President State Nursing Home Association
Member of Enid's Aging Task Force
Enid, OK
(405) 233-1763

Videotapes:
1. "How Old is Old?"
2. "Welcome to our Nursing Home" (if time)

Assignments: Reaction Paper

April 4 - Domestic Violence/Child Abuse/Child Welfare Day

Speakers:

1. Marsha Barnes, Director
   Stillwater Domestic Violence and Sexual Assault
   P.O. Box 1059
   Stillwater, OK 74076
   624-3020
2. Sue Welliver (May 1985 SOC Pre-Social Work graduate)
   Executive Director
   Parents Assistance Center
   402 S. Lewis
   Stillwater, OK 74074
   377-2344
3. Dian England, Superviser Children's Services
   Department of Human Services
   720 S. Husband
   P.O. Box 2047
   Stillwater, OK 74076
   372-1941
4. Jim McGirt, Coordinator
   Indian Court Related Services
   Iowa Tribe
   P.O. Box 190
   W. Freeman Hall
   Perkins, OK 74059
   405-547-2402

Film: "Who Do I Tell?"

Assignments:

1. Reaction Paper
2. Readings on "Child Abuse"

April 11 - Probation and Parole/Police Department Day

Speakers:

1. Rick Dillard (OSU SOC Graduate)
   Public Information Officer
   Charlie Waren, Captain
   Stillwater Police Department
   723 South Lewis
   P.O. Box 1725
   Stillwater, OK 74076
   372-4171
2. Janiece Siergerist (July 1983 Graduate)
   Probation and Parole Officer
   Stillwater Probation & Parole Sub-Office
   800 E. 6th
   Stillwater, OK
   377-3418

Assignments:

1. Reaction Paper
2. Readings: Pages 171-178; 235-243
   due for the day.

April 18 - Law Day

Speakers: 1. Joe Wideman
District Attorney
Kay County Court House
Newkirk, OK 74647
405-362-2571

Discussing "Effective Witnessing" and the relationship of Social Psychology to the Court Room. (Tentative, pending prior responsibilities)

2. Debbie Cunningham
Assistant Dean
The University of Tulsa
College of Law
3120 East 4th Place
Tulsa, OK 74104
(918) 592-6000

Discussing law school, entrance requirements, the LSAT Exam, and the types of law on which students might wish to focus.

Assignments:
1. Reaction Papers
2. Readings for the Day in 3952 Readings Book, 164-170, 180-184
   including: "Exhibit A Language" 164
   "Can Psychologists Tip the Scale of Justice" 169
   "Women in the Law" 180
   "Social Conditions & Legal Change" 182
   "Using Social Science to Pick a Jury" 183
   "The Death Penalty" 184

April 25 - Business/Banking Day

Speakers: 1. Mr. Tom Bennett (1973 OSU SOC Graduate)
Executive Vice President
Stillwater National Bank
6th and South Main
Stillwater, OK 74074
372-2230

Discussing the relationship of a SOC degree to banking

2. Mr. Bill Nash, President
United Bank
71 St. & Lewis Box 7700
Tulsa, OK
(918) 492-8811

Discussing banking politics, advertising, hobbies, career paths, as well as desireable qualities he looks for in hiring new personnel.

Also, former State Highway Commissioner, advertising agent, and ORU Regent.

Assignments:
1. Reaction Paper
2. Readings: 87-106 in Readings Book
   (Read very carefully pages 91-94 and 106)
3. FINAL PAPER DUE (See syllabus for details. Remember, ideally your topic will be that of your future internship placement.)

May 2

Speakers:
1. Dr. Hynson: "A Recapitulation of Internship Requirements & Expectations"
2. Dr. McMillian - Final details for Internship, Career Information, Graduate School Information, T-F Questions on 107-116 (if time).

Assignments:
1. Reaction Paper
2. Readings:
   A. SOC 4850 Syllabus (available for $4.00 at KINKO's on Washington St.)
   B. Readings Book: 270-274; 95-100; 117-127.
   C. Pamphlet by Huber "Career Possibilities for the Sociology Graduate"

June, 1985

Dear O.S.U. Sociology Graduate:

Approximately every five years the Oklahoma State University Sociology Department contacts its graduates. We are interested in your perceptions of and suggestions for improvements in the department, as well as some information on your current educational and/or career status. We will use your feedback to make improvements in our program.

Enclosed is a questionnaire dealing with these issues. Your participation is voluntary, but as a sociologist you are aware of the tremendous importance of receiving responses from everyone. Your answers will be kept confidential. No names, only code numbers will be used. Please return the questionnaire during the next week in the enclosed, preaddressed, stamped envelope.

Thank you for your time and effort!

Dr. Martha McMillian

Dr. Martha McMillian
Academic Counselor
Sociology Department
O.S.U.

Dr. Charles Edgley
Head
Sociology Department
O.S.U.

Dr. Kathleen McKinney

Dr. Kathleen McKinney
Survey Director
Sociology Department
O.S.U.

code number ____________________

Sociology Alumni Survey

We would like to begin with a few questions about your experiences in the O.S.U. Sociology Department. Please circle the appropriate letter or number, or write in your answer.

1a. In what month and year did you receive your Bachelor's degree?
- a. December 19___
- b. May 19___
- c. July 19___

1b. Circle one: BA (more foreign language)
BS (more science)

2. What was your degree plan/option? (Circle the letter next to your plan and circle your specific option, if applicable)
- a. Anthropology
- b. General Sociology
- c. Teacher Certification
- d. Applied Option (Corrections, Pre-Social Work, Social Gerontology, Juvenile Treatment, Child Services)
- e. Career Path (Law, Medicine, Organizations, Research, Population, Minority/Women's Studies)
- f. Thematic Areas (Consumer Affairs, Family Studies, International Affairs, Manpower Planning, Minority Studies, Organizational Administration, Urban Affairs, Women's Studies)

3. Did you have a second major (besides Sociology)?
- a. no
- b. yes (please indicate your major) ____________________

4. Did you have a minor?
- a. no
- b. yes (please indicate your minor) ____________________

5. Approximately what was your cumulative grade point average upon graduation?
G.P.A.: ____________________

6. How many semesters did you attend O.S.U. (include summer sessions as a semester)? ____________________

7a. On the average, how often did you meet with your sociology undergraduate advisor (after declaring a Sociology major)?
- a. two or more times per week
- b. once a week
- c. two or three times per month
- d. once a month
- e. two or three times a semester
- f. once a semester
- g. less than once a semester
- h. never

7b. Who was your main Sociology advisor? ____________________

8. How helpful was your sociology advisor in providing you with useful advice and/or information about the following? (Circle one number for each item.)

	Not discussed/ Not applicable	Not at all helpful	Somewhat helpful	Helpful	Very helpful
a. courses	0	1	2	3	4
b. degree requirements	0	1	2	3	4
c. teachers/faculty	0	1	2	3	4
d. extra activities related to sociology	0	1	2	3	4
e. personal problems	0	1	2	3	4
f. referrals to others for help	0	1	2	3	4
g. internships	0	1	2	3	4
h. parttime/temporary jobs	0	1	2	3	4
i. job hunting/search	0	1	2	3	4
j. scholarships/awards	0	1	2	3	4
k. graduate and/or professional school	0	1	2	3	4
l. academic problems	0	1	2	3	4
m. other (please specify)	0	1	2	3	4

____

9. Beside each statement about your sociology adviosr listed below, please indicate whether you:

agree strongly	agree	neither agree no disagree	disagree	disagree strongly
(AS)	(A)	(N)	(D)	(DS)

Place the appropriate abbreviation (i.e. AS thru DS) in the blanks to the left of the statements. (If you had more than one Sociology advisor, please answer in terms of the most recent one you had.)

_____a. My advisor expressed a favorable attitude toward me.

_____b. My advisor was knowledgeable concerning career options within the sociology field.

_____c. It was difficult to get appointments with my advisor.

_____d. My advisor seemed to care about the students.

_____e. My advisor lacked good communication skills.

_____f. My advisor was knowledgeable concerning the content of offered courses.

_____g. My advisor was disorganized.

_____h. My advisor had a professional personal appearance.

_____i. My advisor spent insufficient time with me.

_____j. My advisor was not knowledgeable about graduation requirements.

_____k. My advisor was unwilling to discuss personal problems.

_____l. When necessary, my advisor was willing to cut through bureaucratic red tape.

10. Did you use anyone else, formally or informally besides your Sociology advisor, as an academic advisor?

a. yes - who? ______________________________

b. no

11. Beside each statement about the O.S.U. Sociology Department listed below, please indicate whether you:

agree strongly	agree	neither agree nor disagree	disagree	disagree strongly
(AS)	(A)	(N)	(D)	(DS)

Place the appropriate abbreviation (i.e., AS thru DS) in the blanks to the left of the statements.

_____a. Overall, most of the sociology classes I had were boring.
_____b. Overall, most of the sociology classes I had were worthwhile.
_____c. Overall, most of the sociology classes I had were enjoyable.
_____d. Overall, the quality of the teaching was poor.
_____e. I was taught how to relate course material to my life.
_____f. I was taught how to relate course material to my future career.
_____g. I did not learn any skills in my sociology classes that have been useful to me since I left school.
_____h. I acquired knowledge/information in my sociology classes that has been useful to me since I left school.
_____i. Teachers seemed to be indifferent toward their students.
_____j. There was only a limited variety of courses offered.
_____k. The department had relevant degree options to choose from within sociology.
_____l. My sociology courses were relevant to my degree plan/option/career path.
_____m. The sociology department provided useful material about my major (e.g., manual, newsletters).
_____n. The sociology department did not provide quality assistance in helping me find a job.
_____o. The sociology department gave me an unrealistic view about job possibilities.

Next, we would like to ask a few questions about your educational and job experiences after graduating from O.S.U. Please circle the appropriate letter or number, or write in your answer.

12. What did you do immediately (within a few months) after receiving your bachelor's degree? (choose the first thing you did)

a. graduate school
b. professional school
c. job
d. military
e. travel
f. unemployed
g. other (please specify) ________________________________

IF YOU HAVE NOT HAD ANY JOB SINCE YOU RECEIVED YOUR BACHELOR"S DEGREE, PLEASE SKIP TO QUESTION #29. IF YOU HAVE HAD AT LEAST ONE POST-GRADUATION JOB, CONTINUE ON WITH QUESTION 13.

13. To what degree did you use each of the following to help you find your first job after graduation?

	Did not use			Frequently used
a. University Placement Services	1	2	3	4
b. Private employment agency	1	2	3	4
c. Newspaper ads	1	2	3	4
d. Personal acquaintance/relative	1	2	3	4
e. Internship/internship contacts	1	2	3	4
f. Direct application/inquiry by myself	1	2	3	4
g. Sociology Dept. Job Search class or Orientation to Internship class	1	2	3	4
h. other (please specify)____________	1	2	3	4

14. How difficult was it for you to find your first post-graduation job?

a. not at all difficult
b. somewhat difficult
c. difficult
d. very difficult

15. How helpful were each of the following in finding your first job after graduation?

	Not at all helpful	Somewhat helpful	Helpful	Very helpful
a. University Placement Services	1	2	3	4
b. Private employment agency	1	2	3	4
c. Newspaper ads	1	2	3	4
d. Personal acquaintance/relative	1	2	3	4
e. Internship/internship contacts	1	2	3	4
f. Direct application/inquiry by myself	1	2	3	4
g. Sociology department Job Search class or Orientation to Internship class	1	2	3	4
h. other (Please specify)____________	1	2	3	4

16. What was your first job after you received your Bachelor's Degree?

____

17. To what extent do you (did you) use the following skills on your first job?

	Do not use			Frequently used
a. computer skills	1	2	3	4
b. written communication skills	1	2	3	4
c. oral communication skills	1	2	3	4
d. accounting skills	1	2	3	4
e. management skills	1	2	3	4
f. interpersonal/social skills	1	2	3	4
g. other (please specify)__________	1	2	3	4

18. How often do you (did you) apply what you learned from sociology to your/on your first job?

a. never
b. rarely
c. often
d. very often

19. Rate each of the following Sociology classes that you took at O.S.U. or elsewhere in terms of how important it was in providing you with knowledge and skills needed for your first job.

	class never taken	Not at all Important	Somewhat Important	Important	Very Important
a. Research Methods	0	1	2	3	4
b. Statistics (Sociology or another dept.)	0	1	2	3	4
c. Theory	0	1	2	3	4
d. Social Problems	0	1	2	3	4
e. Introduction to Sociology	0	1	2	3	4
f. Internship	0	1	2	3	4
g. Any other Sociology course (please specify)__________	0	1	2	3	4

20. What sociological knowledge or skills have you used (are you using) at your first job? ____

____

____

____

____

IF YOUR CURRENT JOB IS THE SAME AS YOUR FIRST POST BACHELORS DEGREE JOB, PLEASE SKIP TO QUESTION #29. OTHERWISE CONTINUE WITH QUESTION #21.

21. To what degree did you use each of the following to help you find your current job?

	Did not use			Frequently used
a. University Placement Services	1	2	3	4
b. Private employment agency	1	2	3	4
c. Newspaper ads	1	2	3	4
d. Personal acquaintance/relative	1	2	3	4
e. Internship/Internship contacts	1	2	3	4
f. Direct application/inquiry by myself	1	2	3	4
g. Sociology Dept. Job Search class or Orientation to Internship class	1	2	3	4
h. other (please specify) ____________	1	2	3	4

22. How difficult was it for you to find your current job?
    a. not at all difficult
    b. somewhat difficult
    c. difficult
    d. very difficult

23. Hcw helpful were each of the following in finding your current job?

	Not at all helpful	Somewhat helpful	Helpful	Very helpful
a. University Placement Services	1	2	3	4
b. Private employment agency	1	2	3	4
c. Newspaper ads	1	2	3	4
d. Personal acquaintance/relative	1	2	3	4
e. Internship/Internship contacts	1	2	3	4
f. Direct application/inquiry myself	1	2	3	4
g. Sociology Department Job Search class or Orientation to Internship class	1	2	3	4
h. other (please specify)__________	1	2	3	4

24. What is your current job?

____

25. To what extent do you use the following skills on your current job?

	Do not use			Frequently used
a. computer skills	1	2	3	4
b. written communication skills	1	2	3	4
c. oral communication skills	1	2	3	4
d. accounting skills	1	2	3	4
e. management skills	1	2	3	4
f. interpersonal/social skills	1	2	3	4
g. other (please specify) ____________	1	2	3	4

26. How often do you apply what you learned from sociology to your current job?
    a. never
    b. rarely
    c. often
    d. very often

27. Rate each of the following sociology classes that you took at OSU or elsewhere in terms of how important it was in providing you with knowledge and skills needed for your current job?

	class never taken	Not at all important	Somewhat important	Important	Very important
a. Research Methods	0	1	2	3	4
b. Statistics (Sociology or another department)	0	1	2	3	4
c. Theory	0	1	2	3	4
d. Social Problems	0	1	2	3	4
e. Introductory Sociology	0	1	2	3	4
f. Internship	0	1	2	3	4
g. Any other Sociology course (Please specify) ________	0	1	2	3	4

28. What sociological knowledge or skills are you using at your current job?

Finally, we need to ask a few background questions. Please circle the appropriate letter or number, or write in your answer.

29. How old were you on your last birthday? ________________________

30. What is your gender?
    a. Male
    b. Female

31. What is the highest degree you have obtained?
    a. Bachelor's degree
    b. Master's degree - area? ________________
    c. Professional degree (e.g., M.D., D.D.S., D.V.M., J.D.) - degree? ________
    d. Doctorate degree - area? ________________

32. What is your current marital status?
    a. never married
    b. married
    c. separated
    d. divorced
    e. widowed

33. What is your personal (not family), gross (before taxes), yearly income?
    a. less than $10,000
    b. $10,000 to $19,999
    c. $20,000 to $29,999
    d. $30,000 to $39,999
    e. $40,000 to $50,000
    f. more than $50,000

34. What is your race?
    a. caucasion/white
    b. black
    c. native american
    d. asian
    e. other (please specify) ____________________

35. Which of the following best describes where you currently live?
    a. in the open country (rural area) or on a farm
    b. in a small city/town (population under 50,000 and not a suburb)
    c. in a medium/sized city/town (population 50,000 to 250,000)
    d. in a suburb of a large city
    e. in a large city (population greater than 250,000)

Thank you for your participation! Please feel free to make any additional comments below. Please return the questionnaire in the enclosed envelope in the next week.

ADVISING SURVEY

Dear A&S Student:

We want to improve our academic advisement. This questionnaire will help us—if you reply frankly and thoughtfully about the adviser you worked with throughout most of this year. Please complete it and return it in person or by campus mail to 202 LSE. For your convenience, our campus mailing address is printed on the back of this sheet. Just fold; an envelope isn't necessary.

We look forward to your response.

Sincerely,

William A Ivy

William A. Ivy, Coordinator
A&S Student Academic Services

****

CLASSIFICATION__________ MAJOR__________________ ADVISER____________________

Put appropriate number in the blank provided at the left.

____ 1. How many semesters have you had this person as an adviser?

____ 2. How many times have you consulted this adviser for 5 minutes or more?

____ 3. How do you rate this adviser? (1) excellent (2) good (3) average (4) poor.

Using the following scale, respond by placing the appropriate number to the left of the remaining items:

1	2	3	4	5
always frequently definitely yes		no opinion not sure don't know		never definitely not definitely no

____ 4. Does your adviser have regular office hours?

____ 5. Can you make appointments if you need to?

____ 6. Does your adviser seem willing to spend time with you?

____ 7. Is he/she friendly and receptive?

____ 8. Do you feel he/she is interested in you?

____ 9. Do you feel free to consult your adviser if you have a problem?

When asked, has your adviser seemed willing to:

____ 10. Provide information on content of different courses?

____ 11. Assist in selecting courses appropriate to your interests and abilities?

____ 12. Help you plan several semesters or your total academic program?

____ 13. Discuss any academic problems?

____ 14. Clarify the effect of a decision (e.g., drop/add, specific course selection) on progress toward graduation or personal goals?

____ 15. Discuss careers or refer you to appropriate sources?

Is you adviser informed about:

____ 16. General Education requirements?

____ 17. Requirements and programs in your declared or prospective major?

____ 18. University policies and procedures?

____ 19. Career options and opportunities, or sources for that information?

____ 20. Other University services, such as counseling and placement, and where to find information about graduate programs, scholarships, etc.?

Additional Comments:

BEST COPY AVAILABLE